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ABSTRACT

Colorado schools are undergoing a major transformation. Local communities are organizing around their schools and developing action plans to reach the state's educational goals. The 1992 report on K-12 education contains information about Colorado's efforts to implement four strategies: educational accountability; high expectations and standards for student performance; teacher preparation and renewal; and community support for restructuring. Three critical challenges include transforming teaching and learning to enable all students to reach their full potential, providing quality instruction, and acknowledging diversity while ensuring equal opportunity, respect, and the fullest use of Colorado's human resources. Section 2 describes the state's accountability progress and plans, new initiatives (such as Colorado 2000, Challenger Schools, and Charter Schools), new legislation, and major state board actions. Section 3 summarizes Colorado students' performance as measured by standardized tests, unadjusted graduation rates, and other indicators. Section 4 documents declining public support for education since the mid-1980s, and section 5 provides a demographic profile of Colorado students. Section 6 profiles educational personnel, and section 8 covers enrollment figures, student-teacher ratios, state educational programs, and public school finance. Boards of Cooperative Educational Services are identified, and a Colorado school district map is provided. (MLH)

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Meeting the Challenge 1992

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CITIZENS OF COLORADO:

Colorado schools are in their fourth year of a major transformation. Across the state, local communities are organizing around their schools and developing action plans to reach the state's educational goals.

This year's annual report on K-12 education contains information about those efforts. The report also highlights the continuing challenge Colorado schools face if we are to provide students the educational success they will need in order to thrive in the 1990s and beyond.

Colorado students are capable of competing academically in a worldwide economy. But to do so, they must be challenged. They must have a clear idea about what is expected. They must acquire the knowledge, skills, and behaviors needed for the world in which they will live. Students themselves must assume responsibility for their own learning.

Although we live in a state with much diversity of culture, values, and resources, Colorado citizens share a common concern for their children and youth. People care about our society's need to help each child succeed. Working together to support learning, Colorado citizens will create a state renowned for its educational excellence.

Sybil Downing, Chairman
Colorado State Board of Education

William T. Randall, Commissioner of Education
State of Colorado

Meeting the Challenge

K-12 Public Education in Colorado

1992

cde

Colorado Department of Education

William T. Randall
Commissioner of Education
State of Colorado

201 E. Colfax Avenue
Denver, Co 80203

January 1992

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This report was prepared by the Planning and Evaluation Unit of the Department under the provisions of Colorado Revised Statutes 22-2-112(k) and 22-20-104(3) which require the Commissioner of Education to report annually on educational issues and specific programs of the Department. Appreciation is expressed to the following agencies for sharing information related to Colorado education: the State Demographer's Office, the Colorado Bureau of Investigation, the Colorado Department of Social Services, the Colorado Department of Health, the Colorado Department of Institutions and the Colorado Commission on Higher Education. Additional information about any of the material in this report may be obtained by contacting the Planning and Evaluation Unit at (303) 866-6824.

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Mission of the State Board

The mission of the State Board of Education is to promote attainment of the State Board of Education goals for Colorado public education. Working with all Colorado citizens, the State Board of Education is dedicated to:

- Encouraging students to attain their highest social and academic potential;
- Promoting and enabling variability in methods of reaching the goals;
- Establishing rules that will enable and promote the effective restructuring of schools;
- Closing the gaps between policy, research, and practice;
- Improving the quality of education for teachers, administrators, and librarians; and
- Enhancing lifelong learning through access to information, quality libraries and adult literacy services.

State Board Goals for Colorado Education

Graduation Rate

Goals

- Colorado's statewide public school graduation rate will increase by two percent annually from the 1987 rate of 76 percent until it reaches at least 90 percent by July 1, 1995.
- (K-3) All Colorado schools will have established procedures in grades K-3 to identify potential at-risk students and provide them with successful learning experiences upon identification.
- (4-12) All Colorado schools will have educational programs in place that adequately prepare all students to enter and succeed in their next level of enrollment. These programs will provide students with appropriate skills and will ensure their continuous progress toward graduation from high school.

Priority Objectives

- Those racial/ethnic and gender groups with currently low graduation rates have demonstrated proportionately greater increase in graduation rates each year until equity is achieved.
- Every school district in Colorado has educational alternatives available to assist all students to progress toward graduation by July 1, 1990.
- All Colorado at-risk preschool children are enrolled in quality early childhood learning programs by July 1, 1992.

Definition: Graduation rate is the percentage of students who receive a diploma in relation to those entering grade nine, adjusted to accommodate transfers.

Attendance Rate

Goals

- Colorado's public school attendance rate will improve from the 1981-87 average rate of 92 percent to 95 percent by July 1, 1995.

Priority Objectives

- Each year, all Colorado school districts certify their attendance rates as part of the annual reporting cycle to the state.
- School districts certifying an attendance rate below 95 percent have a process to improve attendance in their annual plans.

Definition: Student attendance is when a student is present where assigned and is engaged in the district's educational process.

Student Achievement

Goals

- Colorado's public school system will have demonstrated continuous, measurable and significant gains in educational achievement for all student groups by July 1, 1995.
- By July 1, 1991, Colorado's school districts will have defined their expected student proficiencies at designated grade levels, and will have implemented a program of measurement and reporting.
- By July 1, 1995, all Colorado high school graduates will receive a diploma certifying that they possess the skills deemed by the local board of education to be necessary for entry to the work place and post-secondary education.

Priority Objectives

- Between 1989 and 1995, all Colorado school districts have increased the percentage of students successfully attaining educational outcomes as defined by their district's plan for student achievement.
- Between 1989 and 1995, all Colorado high schools have continually increased the percentage of students completing advanced classes from racial/ethnic and gender groups not traditionally represented.
- The scores of all student groups in the statewide assessment sample have increased by five percentile points by July 1, 1995.
- Any performance discrepancy in the statewide assessment sample among racial/ethnic and gender and other minority student groups has been reduced with each successive assessment until equity is achieved.

Definition: Student achievement is an expected or anticipated knowledge, skill, attitude or behavior resulting from a planned instructional program, the attainment of which can be demonstrated through discernible or measurable outcomes.

A Vision for Colorado's Educational Future

One challenge facing education is to prepare our students for the world in which they will live as adult citizens. To prepare for tomorrow, students will need a range of skills and abilities that goes far beyond the three R's of the past. Students must expect of themselves and produce quality performances up to world-class standards. A number of global and societal trends will impact the lives of students and help to shape the educational system of the future.

Regional, National and Global Interdependence.

The future frame of reference is increasingly global, fueled by advances in communications and transportation, as well as the increasing interdependence of environmental and economic systems.

As a result, students will need:

- the ability to acquire information and communicate through reading, writing, speaking and listening in a variety of languages, media and technology;
- an understanding of and respect for our multicultural heritage and the environmental stewardship of our world;
- knowledge and skills for functioning in economically, politically and socially interdependent systems; and
- effective interpersonal and group skills for better human relations.

An Economy Based on Information and Services.

The nation will continue its shift from an industrial to an information and service workforce. A Department of Labor analysis shows that in 1984, only 6 percent of jobs required workers with high skill levels in language and mathematics; for jobs to be created between 1984 and 2000, that figure will rise to 13 percent. Technology will become more powerful, convenient and complex, and will increasingly impact all aspects of our lives.

As a result, students will need:

- mathematical, scientific and technological skills, and the ability to apply these skills as productive participants in society;
- critical thinking skills and proficiency in seeking out and applying information to the solution of problems; and
- the ability to be creative, think abstractly and work effectively both in organizations and independently.

Information Explosion and Increasing Pace of Change.

At the rate knowledge is growing, by the time a child born today graduates from college, the amount of knowledge in the world will be four times as great as it is today. By the time the child is 50 years old, 97 percent of everything known in the world will have been learned since the time he or she was born.

Furthermore, automation, the computer and other technological advances will mean continuous change in the structure and organization of the work place. The increasing pace of change means that today's graduates may have to change occupations four or five times during their careers.

As a result, students will need:

- to learn how to learn, to be self-directed lifelong learners;
- to adapt, to be flexible self-managers who can risk and thrive in continual change situations; and
- a sense of purpose, vision and personal integrity based on values.

Meeting the Challenge to Prepare All Students for Success in a Changing World

Today's Challenge

Public education in Colorado is changing. It *must*.

Our schools must prepare students today for a world in which *learning* will become the single most critical determinant of *individual success* and *national competitiveness*. We are in the midst of a technological revolution that is changing the role of learning and teaching. We know that learning is no longer a task of childhood in preparation for entering adult work. Those who monitor trends in our society tell us that now learning is literally *the work* of the majority of U.S. jobs. They predict that by the beginning of the 21st Century, learning and application will be what virtually all adults do.

We know also that our state and the nation are becoming more ethnically and culturally diverse and richer for it. At the same time, we see increasing numbers of students at risk of not succeeding in school or in life.

In today's schools, *all* students must learn how to think critically. How to use knowledge and skills to solve problems. How to learn. And how to take responsibility for their own learning. Indeed, the challenges facing schools are enormous given the global events and trends which are profoundly changing the world in which today's students will live as adults.

These changes in society and what students must be able to do provide a vision for Colorado's educational future. The challenges to Colorado and its education system mount.

Meeting the Challenge

To meet the challenge of the future, Colorado education is *restructuring*. Each part of the education community is re-examining its role and responsibilities. Colorado is actively pursuing four strategies: educational accountability at all levels; high expectations and standards for student performance; teacher preparation and renewal; and community support for restructuring. Colorado education has made a long-term commitment to fundamental, systemic change, focusing on improved student performance.

As Colorado education restructures, it faces three critical challenges:

- How do we transform teaching and learning to enable each student to reach his or her potential and perform at high standards?
- How do we transform our schools and school systems so that *quality* schooling occurs? And so that schools become self-renewing centers of learning within a learning society?
- How do we acknowledge diversity and make good on the promise of equal opportunity, quality performance, respect and fullest possible use of our state's human resources?

As we go forward, we base our efforts on the beliefs that:

- All students can learn and can achieve high standards of performance.
- All students need a clear understanding of what is expected of them and what the consequences of their performance will be now and in their future.
- Students, parents, teachers, and the community must *collaborate* to identify clear expectations and provide quality learning experiences for students to achieve a high level of performance.

The Colorado Strategy

To restructure our system and our schools, Colorado emphasizes four strategies: accountability, standards, teachers and students, and support. These strategies are interconnected and each is essential for the development of quality schools and improved student performance.

A Dynamic Educational Accountability Process

Colorado has in place a management strategy for school improvement called *public education accountability*. This strategy involves a statewide method not only to establish *clear goals* for all public schools K-12, but also to put responsibility for improvement plans in the hands of *local* school communities. The strength of this strategy lies in two key features:

- significant involvement of the community in school improvement planning, and
- disclosure of progress *to the public*.

The public education accountability process in brief requires that:

1) The State Board of Education set high statewide goals for improvement of education.

2) Each local district develop its own goals and accountability program tailored to its community and consistent with the state's goals.

3) Each school in a district develop its own goals and accountability program consistent with the state and district's goals.

4) Each accountability program—at state, district, and building level—be guided by a representative *advisory committee* which reviews improvement plans, makes recommendations and reports its progress frequently and clearly to the appropriate audience whether it be the general public, the State Board of Education, the local school board, or the school community.

5) Annual reports be made by each school to its public, and by each district to the community and the State Board of Education on progress toward local and state goals and improvement plans for next year.

In 1988, the State Board of Education established high goals for student achievement, attendance, and graduation rates in Colorado's K-12 schools. These continue to point the direction of school improvement efforts across the state. In 1990, the state committed to the six national education goals which are consistent with those set earlier by the State Board. In fact, Colorado's goals were influential in shaping the national goals.

The accountability process at the school level requires an annual planning cycle. The advisory committee determines and/or re-examines the vision and mission for the school, completes a needs assessment that results in a school profile and a needs statement indicating priority goal areas, and develops an action plan for school improvement for the year.

Through the accountability process, Colorado has seized the opportunity to draw parents and community residents into the process of improving schools. And through the accountability process, Colorado citizens continue to receive frequent updates on how well both students and schools are doing in meeting the goals set by local committees.

High Standards of Student Performance

Increasingly, students in Colorado schools are expected to achieve improved performance on such things as critical thinking, problem solving and communication, as well as mastery of mathematics, the sciences, history and the social sciences. More and more, it is clear that paper-and-pencil tests requiring rote memorization of facts cannot adequately measure student performance on higher level learning tasks, sometimes called *authentic tasks*, such as those mentioned.

What is needed are ways to judge student performance as measured against a *standard* of quality performance. A *standard* is a concrete benchmark and exemplar for judging student work at authentic tasks.

Using a standard or model of excellence, teachers can apply criteria to evaluate student performance. In fact, students themselves can judge their own progress toward achieving quality performance by comparing their work to standards or exemplars.

A national dialogue, including Colorado educators, is underway to develop a national examination system with appropriate world class standards. Eventually, local assessment will be linked to state and national standards. Colorado citizens will be able to judge student performance against national and even international standards of quality.

Demonstrating High Standards English/Language Arts Proficiency

Twelfth Grade Task: The student will individually or in a group research, develop and produce a ten-minute video which will provide a learning experience for an elementary school audience.

Suggested Procedures

1. The student or team gathers information by observing an elementary classroom and interviewing students and teachers to determine an appropriate topic for the learning experience.
2. The student or team prepares a proposal and rationale for a video presentation complete with research strategies, action plan, responsibilities, evaluation plan, and time line.
3. The student or team researches its topic, writes a script, organizes the production details, and tapes the presentation.
4. The students will write an evaluation of their product and their learning experiences.

Suggested Performance Evaiuation Criteria

In order to meet the standard, the student product must meet the following criteria:

1. The objective/purpose of the video is clear.
2. The content is appropriate to the audience.
3. The presentation shows evidence of research or collection of information from a variety of sources.
4. The presenter(s) demonstrate proper speech conventions (volume, rate, etc.)
5. The video exhibits technological quality.
6. The video contains creative elements (such as innovative use of music, language, graphics, etc.)
7. The written summary and self-evaluation indicates that the student developed increased self awareness.

Source: Preliminary draft from Colorado standards-based teacher teams

Linking Vision, Goals, Standards and Assessment

Colorado's commitment to transform teaching and learning in order for all students to achieve high quality outcomes poses fundamental questions:

- What do we want students to know and be able to do?
- What kinds of learning experiences produce these outcomes?
- How do we measure progress toward achieving the desired outcomes?

Schools, school districts, the state and the nation are interlinked in addressing these issues of goals, standards and assessment of results.

Consensus on broad answers to the first two questions has emerged. No longer is there doubt that schools must provide the opportunities for *a much higher level of learning* for the full range of students—literacy and numeracy skills and their application, thinking and problem-solving ability, personal responsibility, communication skills, and the ability to demonstrate subject mastery beyond paper-and-pencil tests. Educators refer to these goals as *outcomes*.

And there is increasing agreement among educators about the kinds of learning experiences that can achieve these goals—individual and team learning experiences that engage students, provide authentic and challenging tasks, offer choices and multiple answers, and allow flexible grouping and scheduling depending on the activity.

However, the issue of assessing student achievement is the focus of extensive research at this time. At the local level, teachers are developing the use of portfolios and performance demonstrations to assess student achievement.

At the national level, curriculum and assessment experts from several states, including Colorado, are collaborating to create a national examination system. This system will have three main components:

1) performance examinations focusing on the skills of thinking, problem solving and the capacity to apply what one knows to the problems found in real life;

2) assessments of individual and group student projects; and

3) assessments of the contents of a portfolio of student work.

The key element in the development of a national examination system is the development of *standards of performance*. These standards would be based upon agreed upon exemplars of world-class performance. From these examples, detailed written criteria would be developed describing what quality performance means. These descriptions and exemplars are the standards for judging individual student performance.

It is important to note that setting state and national standards does not mean establishing a state or national curriculum. The use of national standards is intended to be part of both state and local restructuring strategies that put decisions about what to teach and how to teach it into the hands of communities and professionals *in the schools.*

With the high standards for students clear, those professionals will be free to decide for themselves how to help students reach them. It is expected that this strategy will produce much more variation in the curriculum and in teaching methods than we have now. *Teaching and learning will be transformed. Schools will be transformed.*

Demonstrating High Standards Mathematics Problem Solving

First Grade Task: The student will solve a mathematics problem.

Application Level Assessment Activity

The teacher gives the following instructions:

You are going to an ice cream store that has three flavors: chocolate, vanilla and strawberry.

Make a list of all the different double scoop ice cream cones that a person could buy.

Be ready to tell me how you figured out the problem.

Please use the following guidelines for the assessment.

- The student is asked to explain how the solution was accomplished.
- If the explanation is not complete, accurate, or appropriate, the student must redo the activity a second time.

Rating Criteria

3. Applying the Concept
   a. Without being shown an example from the teacher, the student selects a strategy and solves the problem.
   b. The student can explain how he/she solved the problem.
2. Working Toward the Concept
   a. The student needs help from the teacher to begin to solve the problem or,
   b. The student does not find all of the solutions because his/her strategy is disorganized.
1. Introduced to the Concept
   a. The student cannot execute a strategy even after suggestions from the teacher.

Source: Adapted from St. Vrain Valley School District

Meeting the Challenge

New Roles and Responsibilities for Teachers and Students

The focus on high standards of student performance requires teachers and students to assume new roles and responsibilities. The shift to standards-based education changes the focus of the teaching and learning process

From:	Toward:
Curriculum that only specifies the information students should have.	Curriculum that specifies the desired student outcomes for academic and other outcomes.
Testing designed to assess facts the students know and don't know.	Testing designed to assess what the student knows and is able to do.
Teaching focused on "covering" a certain amount of information.	Teaching focused on guiding students to gain the knowledge and skills to become self-directed, independent learners.
Reform focused on changing the structure or organization of schools and classrooms.	Reform focused on changing roles, relationships, and expectations for quality work through an assessment system that more accurately reflects what students know and are able to do.

To prepare teachers for their changing roles in Colorado schools, a new system of teacher preparation, licensure and renewal is being developed. This system is the product of a two-year study of teacher and administrator certification policies begun in 1989 by the Colorado State Board of Education and the General Assembly. The new system will consist of:

- A provisional license for entry-level teachers. Holders of the provisional license must have completed an approved teacher preparation program or an alternate program and have demonstrated professional competencies.
- An induction program for beginning teachers. The program includes supervision and assistance of a mentor and completion of a professional development plan to advance to a professional license.
- A program for assessing professional competencies. Competency in basic skills, subject matter and related areas must be established before a teacher receives a provisional license. A state-approved assessment is required for movement from a provisional to a professional license.
- A process for alternative licensure. Persons with degrees can participate in a system of alternative licensure to qualify for a license upon completion of a program of training and supervision while employed.
- An opportunity for master certification. Teachers can receive a voluntary master certificate if they hold a professional license and meet criteria to be specified by the State Board of Education. Master certification recognizes professionals who are involved in an ongoing professional development program and who have advanced competencies or have demonstrated outstanding achievement.

Community Support for Restructuring

A variety of ways has been developed to support quality schools and to help us reach our state and national goals.

The Governor's Colorado 2000 initiative is designed to motivate a partnership of state, community and individual action to achieve the six national education goals. Colorado 2000 asks each community to participate in a program to adopt the national education goals, design a strategy for achieving the goals, assess progress toward the achievement of the goals, and determine how to allocate the resources necessary at both the state and local levels to get the job done. A Colorado 2000 Congress, convened in September with 1,200 community representatives in attendance, produced a *First Year Action Plan* with priority recommendations for accomplishing each national education goal.

There is a role for everyone in this process. As parents, your child's future depends not only on teachers, administrators and a school curriculum but also on your support of *his or her effort* to achieve a high standard of performance. As a citizen, you have an opportunity through the public education accountability process to make a difference in how well Colorado education will succeed in accomplishing its goals.

The Challenge is Now

If we are to have significantly better schools and *all* students reaching high proficiency standards on important outcomes, we will need significantly different schools. Each school and school district needs a clear, written vision which is future oriented, thoughtful and valued by school and community. The vision incorporates statements of beliefs, practices and outcomes. It provides something to plan toward. The school must then be designed and operate in ways consistent with moving toward that vision. The changes necessary are what we call restructuring.

Restructuring—changing all the parts of the system—is a long, difficult, complex process. But change we *must—now!* Colorado education is deeply committed to helping *all* our students prepare for the world of the 21st Century.

Things are happening in Colorado education. Four dynamic and flexible approaches are described above: educational **accountability** at all levels; high expectations and **standards** for learner outcomes; **teacher** preparation and renewal and **student** roles appropriate for future needs; and a variety of **support** structures with all citizens involved. Our job, each of us, is to help create the learning society we envision.

Section II

New Developments and Issues

Educational accountability continues to be a major focus. School buildings and districts throughout Colorado established goals and plans for improving achievement, attendance and graduation rates consistent with the State Board goals. The president and the nation's governors established educational goals for the country which are consistent with Colorado's goals. Other Colorado educational activities included support for the development of high quality schools, new legislation and State Board of Education policy actions.

ACCOUNTABILITY PROGRESS AND PLANS

Under the accountability requirements of the School Finance Act, each school summarized the progress made on its goals during the 1990-91 school year and its goals for 1991-92, and reported to its district accountability committee and board of education. Based upon these building reports, districts summarized their progress and plans and reported to the State Board of Education October 1, 1991. The Colorado Department of Education (CDE) reviewed each progress report and plan for compliance with the accountability rules. The review included determining if goals were high but achievable and measurable, and if they addressed the education goals for Colorado established by the State Board.

Compliance issues and accomplishments related to the State Board goals were noted by the reviewers. Districts were notified if additional information was needed to satisfy the accountability planning and reporting requirements. Recommendations for approval and a summary report were then sent by CDE staff to the State Board. Each district received written feedback.

Through this reporting and review process, the State Board carries out its obligation for accountability and provides information on how Colorado is doing. Highlights of the districts' progress are noted below. A more complete report is available from the CDE Office of Educational Services, Field Services Unit.

Goal Area 1—Graduation Rate

- The state goal is to have a 90 percent graduation rate in Colorado by 1995. The 1991 state rate was 78.9 percent (see Section III), with 67 districts, or 38 percent of all districts, having a graduation rate at or above 90 percent. By school, 86 of 276 Colorado public high schools, or 31 percent, had graduation rates of 90 percent or better.

Goal Area 2—Attendance Rate

- The state goal is to have a 95 percent student attendance rate by 1995. Many districts reported already having met the 95 percent attendance goal. Smaller districts were more likely to report reaching this goal than larger districts.

Goal Area 3—Student Achievement

- One achievement goal is that all student groups will show significant gains in educational achievement, and that performance discrepancies among racial/ethnic and gender groups will be reduced.
- A second achievement goal is that school districts will have developed student outcomes and proficiencies (standards) at selected grade levels. In addition, there is a goal that by 1995 all high school graduates will receive a diploma certifying that they possess the skills identified by the board of education as necessary for entry to the work place and/or postsecondary education.
- All districts are in some phase of developing proficiencies and the certified diploma. In addition, 19 districts have begun the guaranteed graduate process which guarantees to the community's employers and postsecondary institutions that these graduates have acquired entry level skills. If the student does not demonstrate the guaranteed skills, the district agrees to work with the student and employer or college to help the student gain the needed competencies.

NEW COLORADO SCHOOLS INITIATIVES

A variety of initiatives are under way to help schools transform themselves into centers of learning appropriate for their vision of education and to reach high student outcome standards. Some of these initiatives promote fundamental restructuring and some recognize school quality efforts or bring together schools so they can support each other. Taken together, these initiatives and many other regional or local efforts, are called the New Colorado Schools Initiatives.

Colorado 2000

The Colorado 2000 Communities Initiative, launched by the Governor Roy Romer in June 1991, aims to focus every community in Colorado on making education its number one priority. Colorado 2000 is a community-based effort to make education a lifelong pursuit and to build a partnership of state, community and individual actions to achieve the national education goals (see

Fig. 1). More than 140 communities have committed themselves to adopt the national education goals, seek strategies and report progress toward the goals. The first year recommendations and action plans were reported in the Governor's *Colorado Report Card 1991*.

Challenger Schools

The Colorado Educational Excellence Awards program, under the State Board of Education, recognizes schools with outstanding student performance. Schools apply to be recognized by first becoming Commissioner's Challenger Schools.

Challenger schools which successfully complete their contracts and demonstrate two or more years of outstanding performance will be recognized as Colorado's Schools of Excellence. The State School Performance Awards Panel will review the candidates and make recommendations to the Colorado State Board of Education.

Following school selection, districts and individual educators will be recognized for their contributions to the performance record within these schools.

Schools in Colorado are invited to submit Contracts for Excellence. There is no deadline for submission of these applications. Each school community is asked to determine when it is ready to accept this challenge.

Re:Learning Colorado

Re:Learning is a major national effort to answer the call for redesigning the total school system. It is grounded in the belief that school redesign must focus on the primary purpose of schooling—to help students learn to use their minds well. Re:Learning Colorado is a collaboration of the Coalition of Essential Schools, the Education Commission of the States and the Colorado Department of Education. Nine principles guide participating schools toward better outcomes for all students. Schools volunteer to participate and move from exploring stages to networking status to full Essential Schools as they commit themselves and achieve school-wide quality results.

Public Schools of Choice

Under the 1990 Public Schools of Choice Act, each district must treat all schools and programs as open to choice for any resident, subject to space availability. In addition, the act authorized funding of three pilot programs each year, 1991 through 1997, for interdistrict public school choice. The districts selected must be one each from the eastern slope, western slope and metropolitan area. These pilots are to encourage the development of choices available to students and parents across school district lines. Many districts already have committed themselves to accepting students from any district, subject to space. See Section VII for further information on options and choices.

Fig. 1: National Education Goals

By the year 2000:

1. **Readiness.** All children in America will start school ready to learn.
2. **School Completion.** The high school graduation rate will increase to at least 90 percent.
3. **Student Achievement and Citizenship.** American students will leave grades four, eight and twelve having demonstrated competency over challenging subject matter including English, mathematics, science, history, and geography, and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy.
4. **Mathematics and Science.** U.S. students will be first in the world in mathematics and science achievement.
5. **Adult Literacy and Lifelong Learning.** Every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.
6. **Safe, Disciplined, and Drug-Free Schools.** Every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.

Governor's Creativity Schools Initiative

Launched in 1989, this initiative recognizes 25 schools each year who have applied with designs and creative programs ranging from small scale learning strategies to components of district restructuring efforts. Examples of recognized programs include: reorganizing K-3 grades into mixed age learning teams, setting up after-school basic skills, counseling and activities programs; and targeting families who need social services and parenting classes. Each year 400-600 schools have applied for the one-time $5,000 grants and recognition as a Governor's Creativity School.

Alternative Schools

Alternative schools are choices or options designed to offer different programs from those in the conventional schools in the district. These schools vary from dropout prevention programs to open education schools, Montessori schools or fundamental schools. Many alternative schools target special needs or at-risk students, either as separately housed entities or pull-out programs. Alternative schools often model the philosophies and practices needed to enable success for all students including those students not provided for in the conventional school structure.

Charter Schools

The concept of a charter school is that a group of teachers and parents design a public school appropriate for their philosophy and vision and then receive a "charter" from an empowering group, such as a school board, to operate the school. Some Colorado school districts have created

new schools in such a manner. In addition, the state legislature has empowered the Colorado State Board of Education to oversee such charter schools as the proposed school for mathematics, science and technology on the Colorado State University campus.

Public Education Coalition School Renewal Project

The Public Education Coalition (PEC) is a collaboration between several metro area school districts and various private sector businesses and organizations. The PEC School Renewal project supports a group of schools in structural and instructional changes to improve learning opportunities for children.

Colorado Alliance of Business Restructuring Initiative

The Colorado Alliance of Business is a nonprofit membership organization committed to the development of a qualified workforce through educational reform, public policy initiatives and specific programs. Primary efforts include school restructuring, dropout prevention and mentoring of students. A statewide initiative was started in 1990 to provide models of transformed schools in four diverse demographic areas in Colorado. The Alliance will guide an organizational development process involving all stakeholders in each school-community, including state and local businesses.

Colorado Partnership for Educational Renewal

The Colorado Partnership is a consortium of seven school districts and five higher education institutions with a dual emphasis on reshaping both schools and teacher education.

Local Activities

In addition to the above initiatives, many other schools and districts have begun serious redesign of schooling. Some efforts reflect tactical changes to improve schooling as currently practiced. Other efforts are more strategic changes to redesign the school appropriate for its vision and to reach high standards of student outcomes. All of the state educational organizations have in some way supported these efforts, but clearly much remains to be achieved. Over the years, these efforts will produce the New Colorado Schools.

NEW EDUCATIONAL LEGISLATION

Colorado School for Mathematics, Science and Technology

Senate Bill 172 creates the Colorado magnet school for mathematics, science, and technology as a residential institution located on the campus of Colorado State University. The school is intended for students who are academically talented in the areas of mathematics and science and is scheduled to open in fall 1993. The act directs the school to develop, evaluate and disseminate experimental instruction programs to be integrated with existing distance learning and telecommunications programs. An advisory board is established and charged with developing a plan for the school to be reviewed and approved by the General Assembly.

Schools of Choice

House Bill 1326 specifies that, in implementing schools of choice, no school district shall be required to (a) alter the structure of school building or rooms, (b) establish and offer particular programs in schools where such programs are not currently offered, or (c) alter or waive eligibility criteria for particular programs. The act expands the reasons for denying pupil enrollment in a particular program or school to include the lack of appropriate programs or necessary facilities to meet the special needs of the pupil. Senate Bill 230 repeals provisions regarding denial of eligibility for interscholastic athletic contests and competitions for a limited time period for students who transfer schools or school districts under a public schools of choice program.

Protection of Persons Acting Under Discipline Code

House Bill 1203 requires the court to dismiss a civil action brought as a result of actions taken by a teacher or other person in the course of disciplining a student if the court finds that such person was acting in good faith and in compliance with the school district's discipline code. The act prohibits the school district from dismissing, disciplining or not renewing the contract of such person for so acting.

Educator Licensure

House Bill 1005 establishes new provisions concerning the licensure of teachers, principals, administrators and special services providers. The act specifies the types of licenses, certificates, endorsements and authorizations that may be issued, and the conditions of issuance, renewal, denial, annulment, suspension and revocation. It authorizes the Department of Education to issue master certificates to professional licensees with certain expertise or achievements. Under the act, the State Board of Education is required to establish areas of knowledge in which proficiency must be demonstrated by provisional and professional licensees. The act further specifies the duties of the Department of Education regarding alternative teacher programs; creates one professional standards board for teachers and special services providers and another for principals and administrators; and authorizes the State Board of Education to coordinate the review of approved programs of preparation.

Classroom Paraprofessional Assessment

Senate Bill 164 defines a "classroom paraprofessional" and an "assessment team." The bill directs the Department of Education to develop a classroom paraprofessional assessment program and to establish uniform criteria and standards to be used by assessment teams statewide. At their request, paraprofessionals may be assessed by a team using the established standards. The team may then recommend that the paraprofessional be awarded academic credit toward completion of a bachelor's degree or an approved teacher preparation program.

Pupil Transportation

House Bill 1280 authorizes a school district to impose a transportation fee or to levy additional property taxes, or both, to pay the unreimbursed costs of transportation, if such fee or levy has been approved by registered electors of the school district. The act waives fees for certain low-income pupils.

School Bus Safety

Senate Bill 118 prohibits passengers of any school bus being used on mountainous terrain from occupying the front row of seats and any seats located next to the emergency doors, unless such bus is equipped with brake retarders. The act also requires every school bus driver to complete training concerning driving on mountainous terrain and in adverse weather conditions by July 1, 1992.

School District Default of Bond and Lease Payments

Whenever a school district is going to default on payments of principal and interest on its general obligation bonds, lease agreements, or installment purchase agreements, House Bill 1294 directs the state treasurer to withhold the necessary amount from the state's share of school finance payments and to forward such amounts to the paying agent. The act also requires the Department of Education to initiate an audit of any school district on behalf of which payments are made to determine the reason for the nonpayment and to assist the district in adopting measures to assure that future payments will be made when due.

Boards of Cooperative Educational Services (BOCES)

House Bill 1065 permits BOCES to include governing boards of agencies of postsecondary education institutions. The act sets out procedures for involving higher education in BOCES and ensures that a BOCES with higher education involvement have appropriate higher education representation on the board.

MAJOR STATE BOARD ACTIONS

The State Board of Education is charged by Article IX of the Colorado Constitution with the general supervision of the public schools. As prescribed in state law, the Board appoints the Commissioner of Education; employs department personnel; accredits public school districts; approves the department's budget; distributes federal and state funds; adopts rules, regulations, and policies for the department and for K-12 public education; provides consultative services for public schools; sets standards for teacher education and certification; supervises adult basic education and state libraries; and appoints advisory committees.

From July 1990 through December 1991, the State Board of Education initiated the following policy actions.

Public Schools of Choice

The Board adopted new rules that established criteria for the selection of no more than three volunteer school districts to participate in the Interdistrict Public Schools of Choice Pilot Program (September 13, 1990).

The following pilot schools of choice were selected for the 1992 fiscal year: East Central BOCES, Limon, for a long distance learning project; Southwest BOCES, Cortez, for an alternative school; and Jefferson County School District for a world class elementary school and career center (August 8, 1991).

Nonpublic School Accreditation

The Board amended the accreditation rules to include a procedure for the recognition of nonpublic school accreditation which has been granted by an accrediting agency approved by the State Board of Education. In addition, these amendments created an Institutional Accreditation category so that accreditation can be granted to schools under the jurisdiction of the Departments of Corrections, Institutions, and Social Services (December 13, 1990).

Exceptional Children

In response to new legislation, the Board amended the rules for special education. The new amendments expand the definition of handicapping conditions to be served to include 3- and 4-year-old children with handicaps. They also delete the words "or behavioral" from the handicapping condition "significant identifiable emotional or behavioral disorder" (September 13, October 11, 1990 and February 14, 1991).

Accreditation Timelines

The Board amended its accreditation rules changing district and school reporting timelines from June 15 to September 1, as required by House Bill 1314 in the 1990 legislative session (October 11, 1990).

Operation of School Transportation Vehicles

New amendments made to the transportation rules regarding the operation of school buses concern safety requirements such as retarders for mountainous terrain driving and the licensing of school bus drivers (June 13, 1991).

School Finance

The school finance rules were amended, bringing them into conformance with statutory amendments in the 1990 and 1991 legislative sessions (November 14, 1991).

Waiver of Statute and Rule

In April of 1989, the legislature authorized the State Board of Education to waive any portion of Colorado Education Law (Title 22) or any of its own rules and regulations subject to standards providing for educational achievement, and enhancement of educational opportunity for public school students. The Board adopted new rules in 1990 to clarify the process that schools and school districts must follow related to the consideration of a waiver request.

The Board authorized waivers, effective for two years, for each of the following school districts: Centennial R-1 (revenue), Adams County 14 (accountability), Boulder Valley RE-1 (governance), Rangely RE-4 (finance), West Yuma (attendance), and Julesberg RE-1 (evaluation).

Teacher Certification

The endorsement standard for a Special Education Teacher 1 (moderate needs) was revised, eliminating the requirement that such teachers complete a full teacher education program in either regular or secondary education prior to being admitted to a teacher training program in moderate needs. The Board established a means of adding endorsements to certification based on teaching experience, academic preparation, or demonstrated competencies (August 8, 1990).

The certification rules were amended to incorporate recently mandated legislative requirements concerning evaluator training, and to clarify the State Board's authority to deny, annul, suspend or revoke a certificate or letter of authorization based on a conviction, plea of nolo contendere, or receipt of a deferred sentence for certain unlawful behavior (October 11, 1990).

The Board established new rules for implementing alternative teacher certification programs. Alternative teacher certification programs provide an opportunity for candidates with bachelor's degrees to be certified as teachers through a one-year program of instruction and teaching in a school district. To encourage minority candidates to enter the teaching profession, the alternative teacher certification program allows the Department of Education to award fellowships to assist in covering training costs (December 13, 1990).

Amendments were also adopted concerning the utilization of portfolios of professional development for renewal of educator certificates (November 14, 1991).

Section III

Educational Performance

Coloradans were above the national average on college entrance examinations and high school graduation rate. Colorado public school students achieved above the national average in a nationwide study of eighth grade mathematics. However, less than 1 percent of Colorado students achieved an advanced level of performance.

ACHIEVEMENT OF PUBLIC SCHOOL STUDENTS

Colorado was one of the states that chose to participate in the first National Assessment of Educational Progress (NAEP) Trial State Assessment. A stratified, random sample of approximately 2,500 Colorado eighth graders responded to the same mathematics items as were administered to similar samples of public school eighth graders in 36 other states, the District of Columbia, Guam, and the Virgin Islands. All students were assessed during February 1990.

- Overall, Colorado students achieved a significantly higher average mathematics proficiency score than the nation, and ranked 13th among the 37 states and three territories in the first NAEP Trial State Assessment.

Data were also reported by the five content areas measured: numbers and operations; measurement; geometry; data analysis, statistics, and probability; and algebra and functions.

- Colorado students performed as well as students nationwide in the area of numbers and operations and higher in all of the other areas. In terms of the state-by-state comparisons, the scores of Colorado students ranged from a rank of 11th in the area of data analysis, statistics, and probability to 15th in the area of numbers and operations (see Fig. 2).
- The results were also reported by gender and race/ethnicity. Though both Colorado female and male students performed higher than their peers nationwide, eighth grade males in Colorado had a higher average total mathematics proficiency score than females.
- Race/ethnicity results were limited to Black, Hispanic, and White students because of the extremely small number of Native American and Asian American students assessed as a part of the Colorado sample. White students had a significantly higher total score and scores for each of the content areas than Black and Hispanic students. Black and Hispanic students from Colorado achieved at about the same level as their peers nationwide (see Fig. 3).

To provide a better perspective about NAEP results, the National Assessment Governing Board established three achievement levels for the mathematics data: basic, proficient, and advanced.

Fig. 2: Performance of Public School Eighth Graders 1990 NAEP Trial State Mathematics Assessment Average Proficiency Scores

Area/Group	Colorado	West	Nation
Total Mathematics			
All Students	267 (13)*	261	261
Male	269	262	262
Female	265	259	260
Numbers and Operations			
All Students	269 (15)	264	266
Male	271	264	266
Female	267	263	266
Measurement			
All Students	265 (13)	258	258
Male	269	263	262
Female	261	252	253
Geometry			
All Students	266 (13)	260	259
Male	268	261	260
Female	263	259	258
Data Analysis, Statistics, and Probability			
All Students	269 (11)	262	262
Male	271	264	262
Female	267	260	261
Algebra and Functions			
All Students	266 (13)	259	260
Male	266	260	260
Female	266	259	260

*Rank for Colorado

- Approximately a third (34 percent) of Colorado eighth graders did not reach the basic level. This is substantially better than the Western region or the nation, as 42 percent of the students in each were not at the basic level.
- Nearly two-thirds (66 percent) of Colorado students were at or above the basic level. Again, this is significantly higher than the 58 percent of students in the Western region and the nation who were at or above the basic level. More than a sixth (18 percent) of the Colorado students were at or above the proficient level, though less than 1 percent were at the advanced level (see Fig. 4).

The results indicate that nearly two-thirds of the Colorado eighth graders can be expected to perform basic arithmetic operations, with or without a calculator. These students have a conceptual understanding of fundamental mathematical concepts such as place value, order of operations, and fractions. Those at or above the proficient level can be expected to solve more complex

Fig. 3: Performance of Public School Eighth Graders 1990 NAEP Trial State Mathematics Assessment Average Proficiency Scores by Race/Ethnicity

Area/Group	Colorado	West	Nation
Total Mathematics			
White	274	269	269
Black	237	247	236
Hispanic	247	244	243
Numbers and Operations			
White	276	271	273
Black	242	250	244
Hispanic	249	248	248
Measurement			
White	273	267	267
Black	229	240	227
Hispanic	243	239	238
Geometry			
White	271	267	267
Black	237	249	234
Hispanic	250	245	243
Data Analysis, Statistics, and Probability			
White	277	272	272
Black	237	244	231
Hispanic	247	240	239
Algebra and Functions			
White	273	267	268
Black	237	248	237
Hispanic	242	243	243

Fig. 4: Percentage of Eighth Graders At or Above Achievement Levels 1990 NAEP Mathematics Assessment

Achievement Level	Colorado	West	Nation
Basic	66.1	57.7	58.2
Female	64.5	55.2	58.2
Male	67.7	59.7	58.1
Black	23.6	38.7	24.9
Hispanic	38.1	34.5	34.4
White	75.7	68.4	68.7
Proficient	18.2	15.9	15.5
Female	16.8	14.4	13.3
Males	19.6	17.1	17.6
Black	1.6	8.0	3.7
Hispanic	3.4	4.7	4.1
White	23.0	20.4	19.4
Advanced	0.6	1.2	0.8
Female	0.3	0.8	0.5
Male	0.8	1.5	1.1
Black	0.0	0.0	0.0
Hispanic	0.2	0.0	0.0
White	0.6	1.7	1.1

problems, classify geometric shapes based on their properties, and show an understanding of the basic concepts of probability. The small percentage of students at the advanced level are likely to have a solid conceptual understanding of the interrelationships among fractions, decimals, and percents. They can also be expected to use scale drawings and solve problems involving concepts of probability.

- The achievement level results were also reported by gender and race/ethnicity. Though Colorado students of both sexes were more likely than their peers nationwide to be at or above the basic level, there were no significant differences between the percentage of Colorado females and males at or above each of the three achievement levels.
- Similarly, the percentage of Colorado White students at or above the basic level was significantly higher than that for their peers nationwide. Within Colorado, the percentage of White students reaching the basic and proficient levels is substantially higher than the percentage of Black and Hispanic students reaching these levels. Colorado Black and Hispanic students reached the achievement levels at approximately the same rate as their peers nationwide.

To monitor these achievement trends, the State Board of Education has chosen to participate in the 1992 NAEP Trial State Assessment. Stratified, random samples of students from 44 states, the District of Columbia, Guam, and the Virgin Islands will be assessed during February 1992 in the areas of mathematics (fourth and eighth grade) and reading (fourth grade).

ACHIEVEMENT OF COLLEGE-BOUND STUDENTS

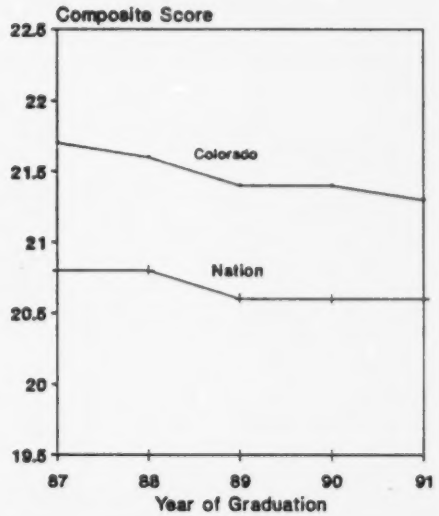
Colorado students scored above the national average in 1990-91 on the two tests most commonly used for college admission: the *American College Testing Program* (ACT) and the *Scholastic Aptitude Test* (SAT). Both tests are designed to predict how well a student will do as a college freshman. They measure knowledge and abilities associated with academic success in college. They do not measure high school achievement. Not all students take college admission examinations; usually, only those who are thinking of attending postsecondary institutions.

ACT Results

The ACT is scored on a 36-point scale and provides five scores for a student: English, mathematics, reading, science reasoning and a composite score. Sixty-one percent (20,310) of Colorado's Class of 1991 took the ACT.

- Colorado average ACT scores in 1990-91 exceeded the national average in each area reported. The Colorado composite score was 21.3 compared to the national composite score of 20.6 (see Fig. 5).
- Scores from 1987 to 1989 are estimated scores obtained by linking the original version scales to the enhanced version which has been used since 1989-90. Each of the three available scores (English, math, and composite) on the 1990–91 ACT slightly declined from 1989–90.
- The English score decreased 0.5 points to 20.6 and the mathematics score declined 0.1 to 20.5. The composite score fell from 21.4 to 21.3.
- In the Class of 1991, 66.3 percent of women and 55.1 percent of men took the ACT. Colorado women scored higher than men in English (21.1 vs. 20.2) but lower in mathematics (19.9 vs. 21.3), reading (21.9 vs. 22.0) and science reasoning (21.0 vs. 22.4).
- Minority students in Colorado scored higher than minority students nationwide except for Asian Americans. Nationally, Asian Americans scored 21.6 on the composite and Colorado Asian Americans scored 20.8.
- Colorado minority students scored lower than White students on the composite score (see Fig. 6). However, at the national level Asian Americans (21.6) scored higher than Whites (21.3).
- Students who had taken core curriculum scored higher than those who had taken less than core. A core curriculum is defined as 4 units of English and 3 units each of math, social studies and science. In Colorado, students taking the core or more scored 22.7 and those taking less scored 19.6.

Fig. 5: ACT Composite Scores



SAT Results

The SAT is scored on a 600-point scale (200 to 800) and provides both verbal and mathematics scores. Twenty-nine percent or 9,563 members of Colorado's Class of 1991 took the SAT.

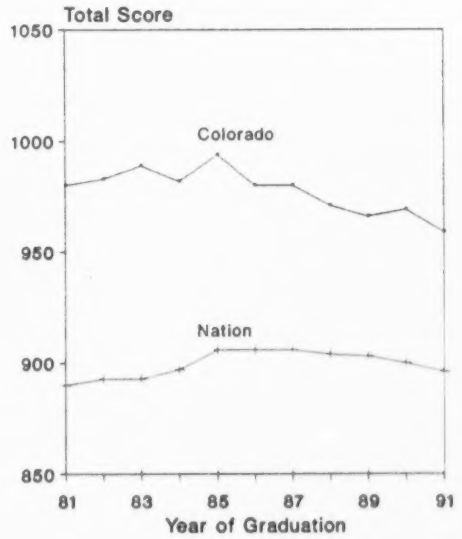
- Scores of Colorado twelfth graders in the Class of 1991 declined on the College Board's *Scholastic Aptitude Test* (SAT) from the Class of 1990 (see Fig. 7). The total score on the SAT for Colorado in 1991 was 959, a decline of 10 points from 1990.
- The Colorado average verbal score decreased 3 points from 1990 to 453 in 1991 and the average mathematics score decreased 7 points from 1990 to 506 in 1991.
- Colorado scores were 31 points higher on the verbal portion and 32 points higher on the mathematics portion than the national average.

Fig. 6: 1990-91 ACT Results by Race/Ethnicity

Group	Number of Students Tested	Percentage of Seniors	Average Score				
			English	Math	Reading	Science Reasoning	Composite
American Indian/Alaskan Native	208	87%	18.2	18.2	19.9	19.6	19.1
Asian/Pacific Islander	683	76	19.3	22.0	20.6	20.7	20.8
Black	627	43	17.6	17.5	18.6	18.6	18.2
Hispanic	1,918	45	18.3	18.3	19.5	19.5	19.0
White	15,216	57	21.2	20.9	22.5	22.2	21.8
Total*	20,310	61	20.6	20.5	21.9	21.6	21.3

*Numbers do not add to total because some students did not report their race/ethnicity.

Fig. 7: SAT Total Scores



- In Colorado and the nation, men scored higher than women on the SAT in both the verbal and mathematics sections.
- Colorado minority student SAT scores were above national minority scores in each case. Using total scores, the comparisons were: American Indian, 877 vs. 830; Asian American, 949 vs. 941; Black, 779 vs. 736; and Hispanic, 880 vs. 801.
- The combined scores for Colorado minority student groups were lower than the Colorado average of 959.
- The percentage of twelfth graders taking the SAT increased from 15 percent in 1981 to 29 percent in 1991.

Advanced Placement Tests

The Advanced Placement Program (AP) allows secondary students to complete college-level studies in high school. Participating postsecondary institutions grant credit or appropriate placement to those test candidates who do well on the examinations. A wide variety of subject area tests is offered including history, math, science, English, foreign language, art and music.

- In Colorado 5,454 candidates were tested in 1990 across all subject area tests. Over half of those tested (52.8 percent) were female. Eighty-four percent of Colorado candidates who reported their race were White. Only 16 percent of the candidates were minority as compared to 22 percent minority students in Colorado's eleventh and twelfth grades.
- Sixty-eight (67.7) percent of the Colorado exams taken were passed at a score of 3 or higher on a 5-point scale. Nationally, 66.4 percent of the exams taken had comparable scores.
- The two most frequently taken Advanced Placement examinations in Colorado were English Literature and Composition, and U. S. History.
- Colorado ranked 11th in the nation in the proportion of eleventh and twelfth graders earning scores of 3 or higher on 1991 core Advanced Placement Exams.

HIGH SCHOOL GRADUATION AND DROPOUTS

One measure of Colorado's educational performance is the percentage of students who earn high school diplomas. Three indicators of high school graduation are reported: the graduation rate, the dropout rate and the number of high school equivalency certificates awarded.

Graduation Rates

Colorado has a graduate tracking system which accounts for transfers into and out of schools, school districts and the state. The graduation rate for the Colorado Class of 1991 within this system was 78.9 percent. This graduation rate was based on a 4-year rate encompassing grades 9-12.

- The graduation rate excluding the alternative schools was 81.4 percent. Graduation rates of regular school programs were higher than the combined data from regular and alternative programs (see Fig. 8).

Fig. 8: 1991 Adjusted Graduation Rates

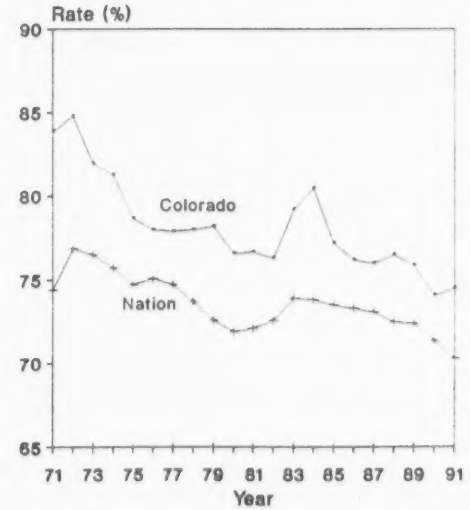
	Including Alternative Schools		Excluding Alternative Schools	
Group	Number of Graduates	Rate	Number of Graduates	Rate
Gender				
Male	15,727	76.8%	15,350	79.3%
Female	15,566	81.2	15,076	83.7
Racial/Ethnic				
American Indian/ Alaskan Native	195	53.6	182	57.2
Asian/Pacific Islander	834	84.2	825	85.4
Black	1,386	69.7	1,322	71.7
Hispanic	4,066	65.7	3,890	68.8
White	24,812	82.4	24,207	84.7
Total	31,293	78.9	30,426	81.4

- Female students (81.2 percent) reflected a higher graduation rate than male students (76.8 p[illegible]t).
- Asian/Pacific Islander students had th[illegible] highest graduation rate with 84.2 percent and American Indian students had the lowest with 53.6 percent.
- The graduation rate for the Class of 1991 showed a decline of 1.1 percentage points from the 1990 graduation rate of 80.0 percent. This was a result of the 1990 rate being based on a 3-year rate encompassing grades 10-12 and Class of 1991 graduation rate was a 4-year rate. A 3-year recalculation for the Class of 1991 produced an 80.5 percent graduation rate.

In 1990–91, the Colorado unadjusted graduation rate was 74.5 percent as compared to the adjusted rate of 78.9. The unadjusted graduation rate is the number of students who actually graduate as a percentage of the ninth-grade enrollment four years earlier. The ratio does not take into account student transfers into or out of the state, but allows comparisons over a longer period of time and with other states.

- The graduation rate increased from 74.1 percent in 1989–90 to 74.5 percent in 1990–91.
- Colorado graduation rates over the past 20 years were highest in 1972 at 84.8 percent and lowest in 1990 at 74.1 percent (see Fig. 9).
- Colorado's public school graduation rates showed a pattern similar to the nation's. However, Colorado rates were 3 to 10 percentage points higher. The 1991 national graduation rate was projected to be 70.3 percent.

Fig. 9: Graduation Rate Trends (Unadjusted)

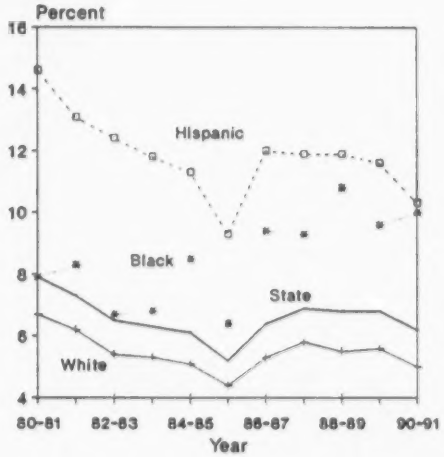


Student Dropouts

Dropouts are students who leave school or terminate their education prior to their normal graduation dates. Students who are known to transfer to other educational programs, including General Education Development (GED) programs, are not dropouts. In Colorado the dropout rate is an annual rate, reflecting the percentage of all students enrolled in grades 7-12 who leave school during a single school year.

- Colorado's dropout rate for grades 10-12 is declining. This rate decreased from 9.8 percent in 1977-78 to 5.2 percent in 1985-86. The rate increased to 6.8 percent in 1988-89 but decreased to the 1990–91 rate of 6.2 percent.
- Dropout rates, grades 10-12, were higher for minorities (see Fig. 10). While the largest number of dropouts, grades 7-12, were White (5,879), the dropout rates were highest for American Indian/Alaskan Native and Hispanic students (see Fig. 11).

Fig. 10: Annual Dropout Rates for Blacks, Hispanics and Whites Grades 10-12



- Dropout rates were higher in tenth and eleventh grades, among males and in the Denver city/metro area (see Figs. 11 and 12).
- Eighteen (17.6) percent of dropouts left school before reaching tenth grade (see Fig. 12).
- Of the total seventh through twelfth grade enrollment count, 2,318 students or 0.8 percent were retrievals.

Fig. 11: 1990-91 Annual Dropout Rates for Grades 7-12 by Selected Groups

Group	Number of Dropouts	Rate
Gender		
Male	5,523	3.9%
Female	4,455	3.3
Racial/Ethnic		
American Indian/ Alaskan Native	164	6.1
Asian/Pacific Islander	213	3.1
Black	897	5.8
Hispanic	2,825	6.3
White	5,879	2.9
District Setting*		
Denver City/Metro	5,695	4.1
Urban-Suburban	2,662	3.3
Outlying City	478	3.2
Outlying Town	527	2.4
Rural	303	2.8
Recreational	185	3.3
Small Attendance	3	0.3

*Excludes BOCES student counts

Fig. 12: 1990-91 Annual Dropout Rates for Grades 7-12

Level	Number of Dropouts	Rate
Grade 7	99	0.2%
Grade 8	190	0.4
Grade 9	1,471	3.0
Grade 10	2,178	4.8
Grade 11	2,109	5.1
Grade 12	1,610	4.4
Ungraded	2	0.6
Alternative	2,319	24.1
Total	9,978	3.6

These students dropped out the previous school year but were back in the public schools for the 1990-91 school year.

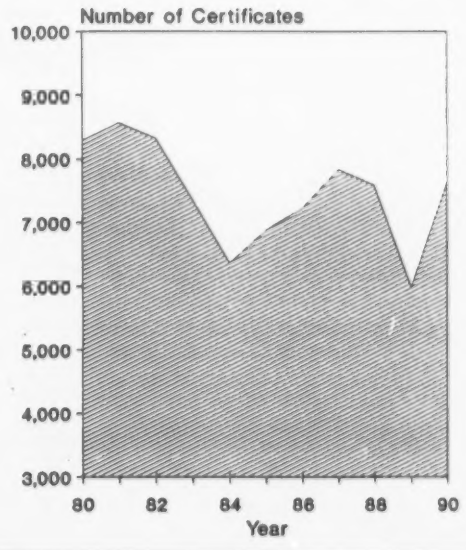
- Students often show a pattern of dropping out and then returning to school a year later. One-fifth (20.9 percent) of the 11,075 dropouts in 1989–90 returned the following year.
- Nationally, the U.S. Department of Education reports that 78.1 percent of the population surveyed by the Census Bureau in 1990 had received their high school diploma by age 19. The same survey indicates that by age 24, 80.6 percent had received a high school diploma and 85.8 percent had received either a high school diploma or a GED. Therefore, the number of students not completing high school will be somewhat less than the count reported as dropouts each year.

High School Equivalency Certificates

Colorado residents who have not completed a high school program are given an opportunity to earn a High School Equivalency Certificate through the General Educational Development (GED) testing program. The GED examination, given in 38 test centers in Colorado, consists of five components: writing, mathematics, social studies, science and reading skills. Nationwide, more than 90 percent of colleges and universities and most employers accept the GED certificate as a secondary education credential.

- In 1990, 10,201 people in Colorado were tested. Of those tested, 8,622 took the complete GED battery and 7,122 or 82.6 percent passed the tests.
- In 1990 the number of persons tested increased 26.7 percent and the number of GED credentials increased 27.7 percent from 1989 (see Fig. 13).
- Thirty-seven (37.2) percent of the test-takers were 17-19 years old. In Colorado, 11.1 percent of the test-takers were age 17, while nationally 7.5 percent were age 17.
- The percentage of Colorado test-takers who passed the GED increased from 80.8 percent in 1989 to 82.6 percent in 1990. Nationally, 70.0 percent of the test-takers passed in 1990.

Fig. 13: GED Credentials Issued



POSTSECONDARY PARTICIPATION

Postsecondary Enrollment Options Act Participation

The Postsecondary Enrollment Options Act allows Colorado eleventh and twelfth graders to take certain college courses and receive both high school and college credit. The school districts must pay tuition for students when the courses are counted for high school graduation.

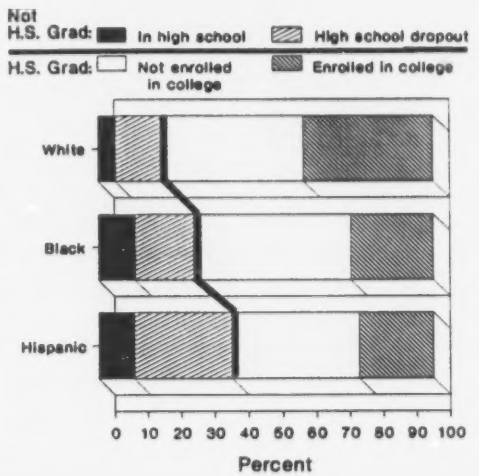
- Forty school districts reported 407 eleventh and twelfth graders taking courses in Colorado public institutions of higher education for high school and college/university credit in 1989-90.
- Fifty-four eleventh graders and 353 twelfth graders attended 20 participating Colorado public institutions of higher education.
- Ninety percent, or 578 of 639 total courses were accepted for credit toward high school graduation. The major reasons for denying credit were that students failed the course, chose not to receive high school credit, did not complete coursework or withdrew.
- Seventy-four percent of participants took only one or two courses. Twelve percent, or 50 students, attended the institutions of higher education on a full-time basis.
- The numbers of participants is expected to increase as students and parents become more aware of the program. The preliminary count for 1990-91 is 431 participants, a slight increase from 1989-90.

Continuation to Postsecondary

Approximately 75 percent of Colorado high school graduates eventually go on to some form of college or vocational postsecondary education.

- Approximately 49 percent of high school graduates went on to postsecondary education in fall 1990; 36 percent to Colorado public two-year and four-year colleges, 8 percent to out-of-state colleges and 5 percent to private or public vocational schools.
- An estimated 28 percent more of the high school graduates were expected to enter college or other postsecondary schools after a delay of a year or more.
- About 50 percent of those who enter a four-year college are expected to receive a bachelor's degree within five years.
- White graduates were more likely to attend college between the ages of 18 and 21 than minority students in the United States (see Fig. 14).

Fig. 14: 1985 National Enrollment Status of Persons 18 to 21 Years Old by Race/Ethnicity



HOW COLORADO COMPARES

How does Colorado rank among the nation, its neighbors and its peers? Colorado tended to rank higher on advanced placement examination scores and lower on pupil-teacher ratio. Colorado generally ranked at the median or above in comparison with the United States and its neighboring states, but ranked at the median or below among its peer states.

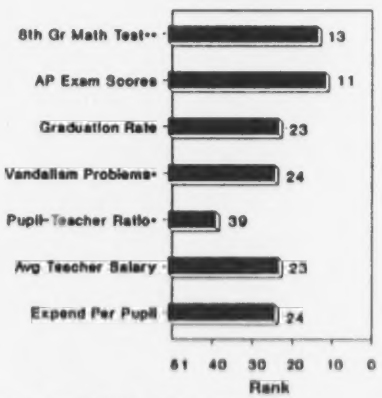
Four student outcome variables were chosen to exemplify student performance. The 1990 National Assessment of Educational Progress (NAEP) eighth grade math results and scores on 1991 advanced placement examinations were selected. Unadjusted graduation rates for 1989 and the severity of vandalism problems as expressed by teachers in 1988 also were selected. Three educational system indicators were also chosen: 1990 pupil-teacher ratios, 1990 average teacher salary and 1989 expenditures per pupil.

National Comparison

Colorado's rank across the nation and the District of Columbia on several variables was near the middle or higher. With the exception of pupil-teacher ratio, where Colorado ranked in the lower third (39th), ranks were 24th or higher (see Fig. 15).

- Colorado's highest ranking was 11th in the U.S. on advanced placement examination scores.
- Colorado ranked 13th among the 38 states which volunteered to participate in the NAEP eighth grade math assessment.

Fig. 15: Colorado's Rank Among the 51 States***



•A higher rank denotes a lower number
••38 states included in math testing
•••Includes District of Columbia

Neighboring State Comparison

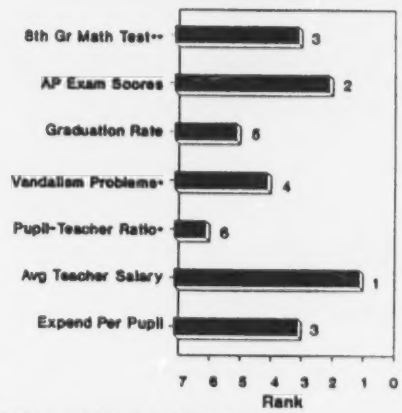
Neighboring states were chosen as those which had contiguous boundaries with Colorado: Kansas, Nebraska, New Mexico, Oklahoma, Utah and Wyoming.

- Colorado ranked at the median or higher on all comparison variables with the exception of graduation rate and pupil-teacher ratio among neighbors (see Fig. 16).
- Colorado ranked 1st among neighbors on average teacher salary. Colorado ranked 6th among neighbors on pupil-teacher ratio.

Peer State Comparison

Peer states were chosen as those which had similar characteristics in terms of wealth, level of education, poverty and enrollment. The demographic context variables used to determine peer states were per capita personal income, percent of adults with four years of high school, percent of students receiving free lunch and public

Fig. 16: Colorado's Rank Among Seven Neighbor States

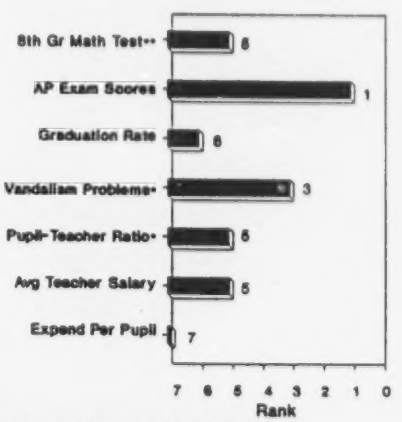


•A higher rank denotes a lower number
••5 states included in math testing

school enrollment. States with obvious geographical differences such as Hawaii or those on the east coast were not considered for final selection. The six peer states included Kansas, Minnesota, Nebraska, Oregon, Washington and Wisconsin.

- Colorado tended to rank in the lower half among the peer states on comparison variables (see Fig. 17).
- Colorado ranked 1st on the advanced placement examination scores and 7th on expenditures per pupil.

Fig. 17: Colorado's Rank Among Seven Peer States



•A higher rank denotes a lower number
••5 states included in math testing

Section IV

Public Support for Education

Colorado public support for education has declined since the mid-1980s. This decline is reflected in less favorable public opinion poll results, and in voter rejections of proposed mill levy increases and bond elections.

OPINION POLL RESULTS

Grades for public schools in Colorado communities and support for increasing taxes for education have declined significantly. A comparison of an opinion poll of the Colorado general public released by the department in January 1985 and a September 1991 Denver Post/News 4 Issues Poll highlights these declines. Results of both polls were based on random telephone interviews with Colorado residents.

- Forty-one percent of respondents gave schools in their communities A or B grades in 1985 and 33 percent gave public schools in their communities grades of A or B in 1991 (see Fig. 18).
- Eleven percent gave D and F grades in 1985 and 17 percent gave these low grades in 1991.
- In 1985, 77 percent of respondents favored increasing taxes for improving education programs and services. Seventy-two percent favored tax increases for maintaining the current level of programs and services to keep pace with rising costs and inflation.

Fig. 18: Grades for the Public Schools

Grades	1985 Poll	1991 Poll
A	9%	3%
B	32	30
C	34	39
D	8	13
F	3	4
DK	14	11
A+B	41	33

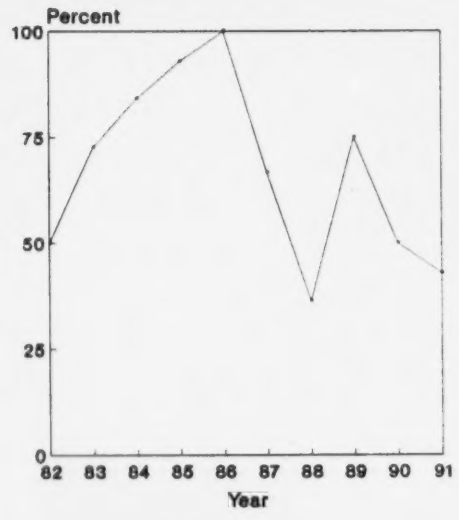
- In 1991, respondents were asked how would they vote if their local school districts held an election to increase the tax they pay by $50 to help pay for day-to-day school operations, but not construction for new buildings. Only fifty-eight percent would vote for the proposal.
- Sixty-three percent of respondents to the 1991 poll would personally be willing to pay more in taxes if all the increase went to funding K-12 education.

RESULTS OF MILL LEVY ELECTIONS

Since the mid-1980s, Colorado residents have shown an increasing tendency to vote down school district requests to raise revenues through a mill levy increase or a bond election.

- Mill levy increases to provide additional revenues to school districts are permitted under the Finance Act if voter approval is obtained. Between 1982 and 1986, 78 percent of mill levy elections were approved. Since 1987, only 50 percent have passed with 3 to 44 districts having elections each year since 1982 (see Fig. 19).
- The amount of additional funds approved in mill levy elections has shown a similar decline. Between 1982 and 1986, $88.2 million in additional school district revenues were approved by the voters. Between 1987 and 1991 additional revenues of only $50.9 million were approved.

Fig. 19: Mill Levy Elections
Percent Approved by Voters



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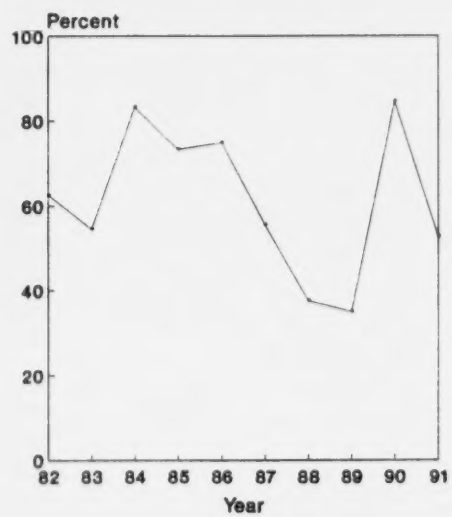
RESULTS OF BOND ELECTIONS

School districts are also permitted to hold bond elections to provide capital to construct new buildings or remodel existing facilities. Voter approval of these requests has also declined in the last few years (see Fig. 20). From 7 to 20 districts have had bond issues each year since 1982.

- Between 1982 and 1986, 71 percent of bond elections held by school districts were successful. In contrast, between 1987 and 1991, only 53 percent were successful.

Fig. 20: Bond Elections
Percent Approved by Voters



Section V

Demographic Profile

A growing number of Colorado school age children live in conditions often associated with school failure and dropping out. Colorado's at-risk population includes children who live in poverty, and children who are homeless, abused or minority.

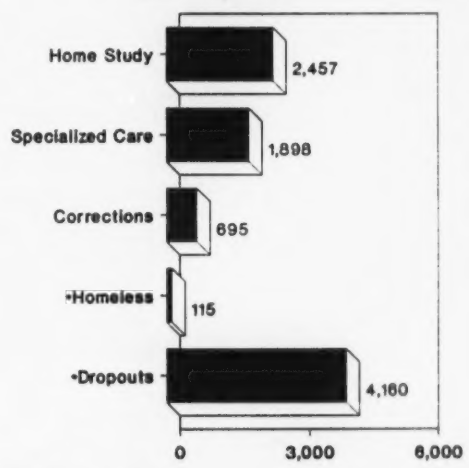
Colorado's total public school membership declined from 1972 through 1983 and since then has been increasing. There have been large increases in membership the past two years, which reflects in-migration to Colorado. The increase is expected to continue through the end of the century. Membership is growing at the elementary and secondary levels. Private school enrollment increased slightly during the last few years, and a small but growing number of students are being served in home-study programs.

COLORADO'S SCHOOL AGE POPULATION

Colorado's school age children receive their education in a variety of settings. Most are enrolled in one of the state's public or private schools. Over 92 percent of the state's school age population is enrolled in public school, and another 6 percent attend private school. However, many children are receiving their education in less traditional settings, and many are not receiving any education at all. In an effort to capture a picture of where the remainder of Colorado's school age children were being educated on October 1, 1990, the following data were collected or estimated (see Fig. 21).

- In 1990, Colorado's public school districts reported 2,457 school age children enrolled in home study programs.
- Students placed in specialized care facilities often receive their education on the premises. As of October 1, 1990, 1,898 children were receiving instruction in residential child care facilities, group homes, residential facilities for developmentally disabled, hospitals and mental health centers.
- Based on October 1, 1991 counts by the Department of Institutions, 695 school age children were being housed in long and short-term correction facilities and receiving their educations within the facilities.
- An estimated 115 homeless school age children living in shelters were not receiving any education as found by a 1989 study conducted by the Department of Education.
- In 1990-91 there was a total of 9,978 dropouts from Colorado public schools. Therefore, as of October 1, 1990 an estimated 4,160 students had dropped out and were not attending school.

Fig. 21: School Age Population Not Enrolled in Public or Private Schools Estimated 1990



•Not Receiving Education

COLORADO YOUTH AT RISK

Potential at-risk students include minorities, homeless children, students living in poverty, and children in single parent families. Educational spending to keep these students in school is both cost-effective and necessary. For every dollar spent to prevent educational failure today, $4.75 is saved in later costs of remedial education, welfare and incarceration.

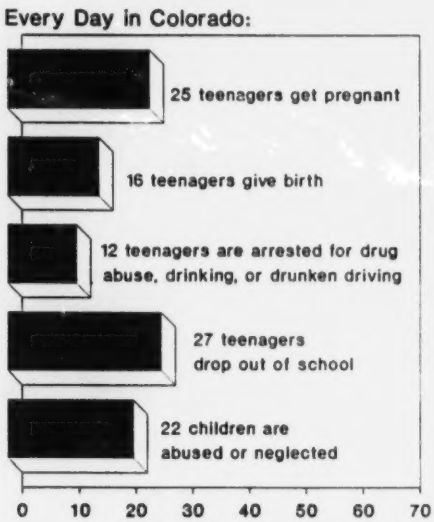
The number of children in Colorado who are at risk is sizeable. Every day, the lives of numerous children are affected by at-risk factors such as pregnancy, drugs and alcohol, dropping out and abuse or neglect (see Fig. 22).

Children in Poverty

The estimated five-year average number of poor children in Colorado between 1985 and 1989 was 148,000. Based on that estimation, the average percentage of children who were poor was 17.6 percent. The comparable average for the United States was 20.1 percent. Among the states, from lowest to highest, Colorado ranked 23rd.

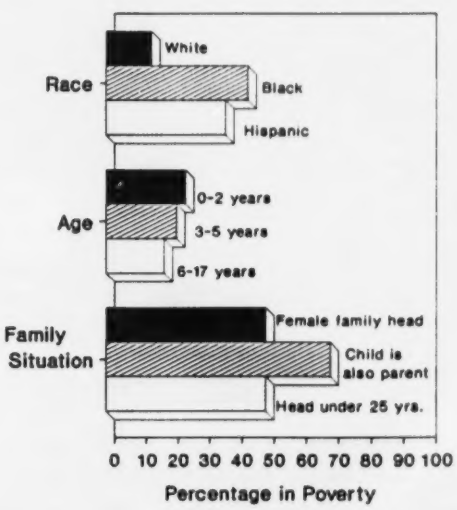
- The number of poor children in Colorado increased 17,000 from the 1983-87 five-year average of 131,000 to the 1985-89 figure of 148,000.

Fig. 22: Children At Risk


Every Day in Colorado:
25 teenagers get pregnant
16 teenagers give birth
12 teenagers are arrested for drug abuse, drinking, or drunken driving
27 teenagers drop out of school
22 children are abused or neglected
0 10 20 30 40 50 60 70
Number of Children

- During the same period the percentage of poor Colorado children increased 1.4 percentage points, from 16.2 to 17.6.
- The chance of being poor for a child in the United States is great. Minority children, children of young parents, and children in families headed by females are at even greater risk (see Fig. 23).

Fig. 23: Children's Chances of Being Poor Nationally

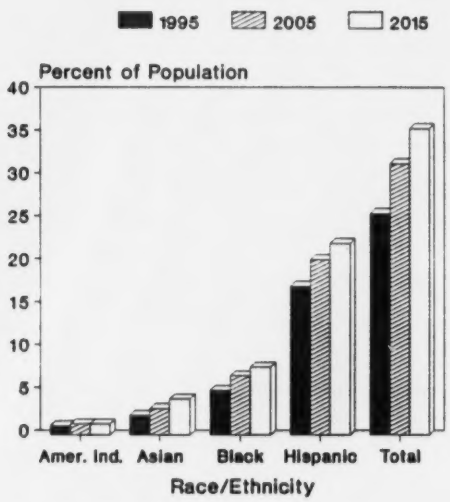


Minority School Age Population

The minority school age population in Colorado was projected to be 169,581 in 1995. This figure includes all minority persons in the 5-17-year-old range whether enrolled in public schools, private schools, institutions or not in school. In 1995, these students will account for 25.9 percent of the total school age population and this percentage is projected to increase to 35.8 in 2015 (see Fig. 24).

- The minority school age population is projected to increase 38.5 percent from 1995 to 2015. The non-minority population is expected to decrease 13.1 percent over the same period.
- The Hispanic school age population will show the greatest absolute growth within the minority groups increasing 32,895 persons between 1995 and 2015.

Fig. 24: Projected Minority School Age Population



- Minority public-school enrollments in 1990 were most concentrated in the San Luis Valley and front range regions (see Fig. 25).
- All areas except the eastern mountains had increased percentages of minority children enrolled in public school between 1980 and 1990. The front range had the greatest increase in percentage of minority students.

Homeless

Due to unemployment, inability to pay rent or make mortgage payments, or moving to seek work, many

Fig. 25: Colorado Minority Public School Enrollment by Region

Region	1981 Total Minority	1981 Percent Minority	1991 Total Minority	1991 Percent Minority
Front Range	99,130	23.1%	126,157	26.6%
Western Slope	6,279	10.7	8,320	13.2
Eastern Plains	5,445	19.2	6,172	22.2
Eastern Mountains	3,433	18.0	3,294	17.7
San Luis Valley	4,701	52.0	4,849	53.3
Total	118,988	21.9	148,792	25.1

families with young children are left without homes. Education is often not a priority item because homeless parents are concerned first about securing food, clothing and shelter for themselves and their offspring.

- A one-day survey in October 1989 of 207 Colorado homeless service providers identified 1,245 homeless children and youth (see Fig. 26). There were 803 school age children.
- The majority (85.7 percent) of the identified homeless school age children were attending school.
- The number of homeless identified children in the high school age bracket is likely to be underrepresented. Homeless youth are known to avoid contact with shelters and other service providers which are usually surveyed to obtain counts. Youth service professionals estimated that yearly there are over 1,100 high school age homeless youth (ages 14-21) not residing in shelters who may or may not be attending school.
- Reasons that homeless children were not attending school included lack of transportation; discontinuity of curriculum and thus, lack of academic success; tuition, fees and residency requirements; need to work to support self and family; parents' lack of information and lack of childcare.

Fig. 26: Homeless Children by School Level and Type of Housing

School Level	Number	Type of Housing	Number
Preschool	442	Private shelters	972
Elementary	463	Public shelters	217
Middle/Junior High	124	Relatives or friends	38
High School	216	Welfare hotel	11
		Medical facilities	7
Total	1,245	Total	1,245

Child Abuse

In 1990, there were 5,929 confirmed reports of child abuse filed with the Colorado Central Registry by county social service agencies. The reports included 7,906 victims.

- Child abuse includes major injury, neglect, incest, third party sexual abuse, minor injury, emotional maltreatment and educational neglect (see Fig. 27).
- There were 28 known deaths in Colorado resulting from child abuse in 1990.
- The number of confirmed reports of child abuse increased 7.7 percent from 1989. The number of victims increased 9.4 percent in the same period.

Fig. 27: 1990 Incidence of Child Abuse

Type of Abuse	Number
Major Injury	206
Neglect	2,999
Incest	1,360
Third Party Sexual Abuse	795
Minor Injury	1,967
Other/Unkown	774

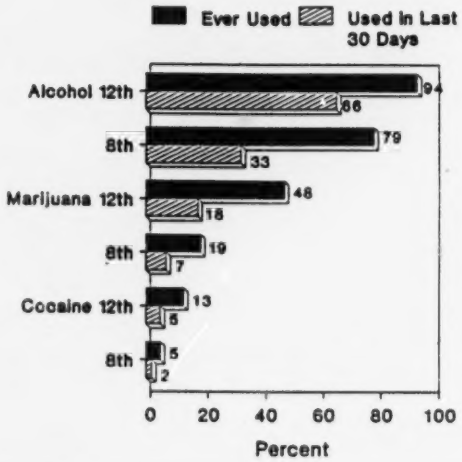
* Incidences will not add to total victims because a victim can be classified under one or more abuse categories.

Teenage Alcohol and Drug Abuse

Substance abuse is a problem facing Colorado schools. In 1989, 10,778 Colorado eighth and twelfth graders were surveyed about their history and frequency of drug and alcohol use.

- Nearly two-thirds (66 percent) of Colorado twelfth graders and 33 percent of eighth graders reported using alcohol in the 30 days preceding the survey.
- Seven percent of eighth graders and 18 percent of twelfth graders reported using marijuana once or more during the 30 days preceding the survey (see Fig. 28).
- Sixty-two percent of twelfth graders and 52 percent of eighth graders had smoked cigarettes at least once in their lifetime.
- Percentages of national and Colorado twelfth graders who had used alcohol (64 percent vs. 66 percent) and had smoked marijuana (both 18 percent) in the last 30 days were comparable.

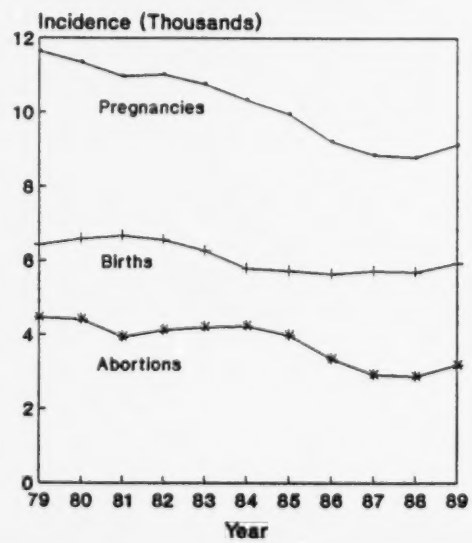
Fig. 28: Alcohol, Marijuana and Cocaine Use Among Eighth and Twelfth Graders



Teenage Pregnancy

The number of teen pregnancies for Colorado females aged 10-19 has, in general, decreased since 1979. During the same period, the number of live births has slightly decreased and the number of abortions has generally decreased as well (see Fig. 29).

Fig. 29: Teenage Pregnancy Females 10-19 Years of Age



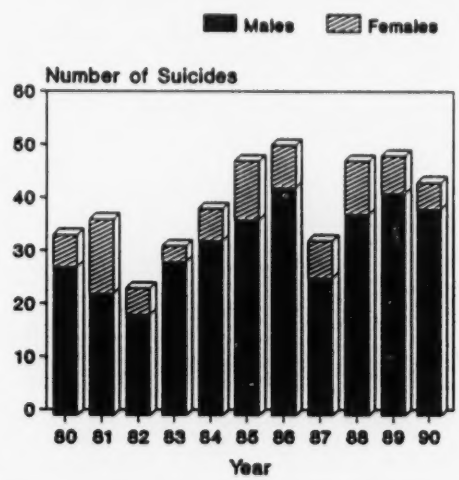
- Teen fertility rate is defined as the number of births annually per 1,000 15-19 year-old females in the population. This rate increased from 47.0 in 1984 to 54.8 in 1990.
- Colorado fertility rates for females 15-19 years of age were lower than the national rates for the same age group.

Teenage Suicide

Colorado teenage suicide rates have varied widely over the last 10 years. In 1990, 44 Colorado youth, aged 10–19, committed suicide. In general, teenage suicide rates for Colorado tended to be higher than the national rates. The 1988 national suicide rate (deaths per 100,000 15-19 year olds) was 11.3 and Colorado's comparable rate was 19.2.

- Suicide rates for 10-19 year olds decreased from 10.8 in 1989 to 9.7 in 1990. However, suicide rates in general have been higher in the past six years than before 1985.
- Male teenagers commit suicide at a much greater rate than females (see Fig. 30). In 1990 the male suicide rate for 10-19 year olds was 16.7 and the female suicide rate was 4.5.

Fig. 30: Teenage Suicides by Gender for Teens 10-19 Years of Age



Teenage Unemployment

In 1990, the Colorado youth unemployment rate was 12.3. This rate reflects the proportion of persons in the labor force ages 16–19 who were not employed but were looking for work. The comparable rate for the United States was 15.5. Since 1988 these figures have shifted.

The Colorado rate has decreased from 18.4 and the U.S. rate increased slightly from 15.3.

Students With Special Needs

Many Colorado students are served by special programs (see Fig. 31). However, in the counts below, a student may be served by more than one program and may be counted more than once. In addition to the students reported, there may be more students eligible for services in some programs but not actually served because federal, state and local funds are limited. The numbers of students reported served as of October 1, 1990 are lower than the total numbers served throughout the entire year, particularly in the migrant, Chapter 1 and special education programs.

- Nine (8.5) percent of Colorado's K-12 public school students were served in special education programs during 1990.
- Chapter 1 programs served 5.3 percent of the 1990 public school enrollment. Chapter 1 is a compensatory program designed to meet the needs of educationally deprived children who reside in areas with a high concentration of children from low income families.
- The migrant program provides educational and health-related services to children of migratory agricultural workers in Colorado. This program served 0.4 percent of the 1990 enrollment.
- In 1990 over 18.2 percent of students in grades K-12 received free lunch in Colorado. In 1988, 17.3 percent of Colorado public school enrollment received free lunch.
- Further information regarding special education and English Language Proficiency Act (ELPA) can be found in Section VII.

Fig. 31: Students Reported Being Served in Special Programs as of October 1, 1990

Program	Number of Students	Percent of Membership
Special Education		
Pre-K	1,003	N/A
K-12	48,911	8.5%
Chapter 1		
Pre-K	1,456	N/A
K-12	30,710	5.3
Migrant	2,268	0.4
ELPA	9,525	1.7
Free Lunch	104,723	18.2

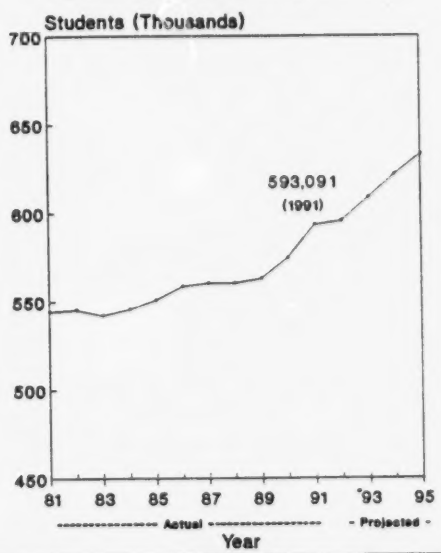
PUBLIC SCHOOL MEMBERSHIP

Membership Trends

Colorado pupil membership is increasing and is expected to continue to increase through the year 2000. Fall pupil membership reflects a one day count taken October 1st each year.

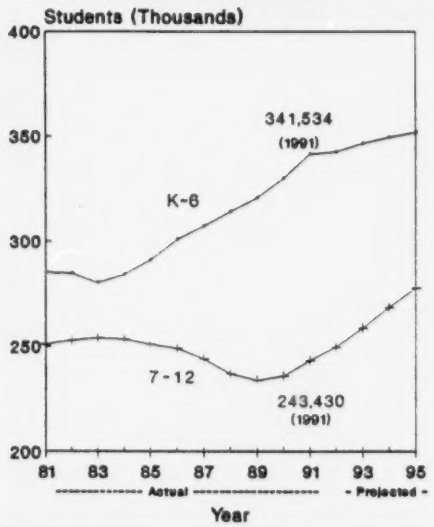
- In fall 1991, there were 593,091 students in membership in Colorado's public schools. Public schools experienced a downward trend between the years 1972 (574,248) and 1983 (542,196), during which school membership declined by 5.6 percent. However, membership is once again increasing and has increased by 9.4 percent since 1983.
- The large increase in pupil membership between 1990 and 1991, a total of 18,878 students, has increased future projections. It is projected that Colorado's pupil membership will increase an average of 2.1 percent per year through fall 1995 (see Fig. 32).
- The grade K-6 fall membership total of 341,534 represented an increase of 3.5 percent over 1990, while membership in grades 7-12 increased by 3.2 percent from 1990 to a total of 243,430 students. Secondary school membership has begun to increase, as the

Fig. 32: Pupil Membership Trends



larger K-6 population enters the secondary grades (see Fig. 33).

Fig. 33: Pupil Membership Lower vs Upper Grades



- There were 148,792 minority students in membership in fall 1991 which represents a 25.0 percent increase over 1981. Minority students accounted for 25.1 percent of total student membership in 1991 (see Fig. 34).

Fig. 34: Fall Pupil Membership by Race/Ethnicity

	1981		1991	
	Count	Percent	Count	Percent
American Indian/ Alaskan Native	3,748	0.7%	5,674	1.0%
Asian/Pacific Islander	9,527	1.7	13,720	2.3
Black	24,822	4.6	31,191	5.2
Hispanic	80,891	14.9	98,207	16.6
White	425,186	78.1	444,299	74.9
Total	544,174	100.0	593,091	100.0

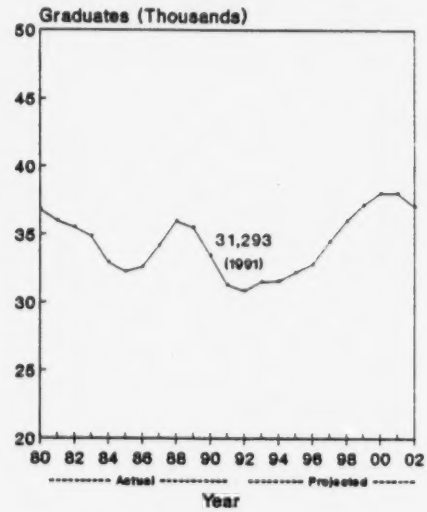
Graduation Trends

Colorado public high schools graduated 31,293 students in 1991. This number increased 5.1 percent from 1990. Over the next 10 years, graduate numbers are projected to increase 21.7 percent to 38,070 graduates in the year 2001. Following that year, a slight downward trend is projected (see Fig. 35).

Pupil Distribution

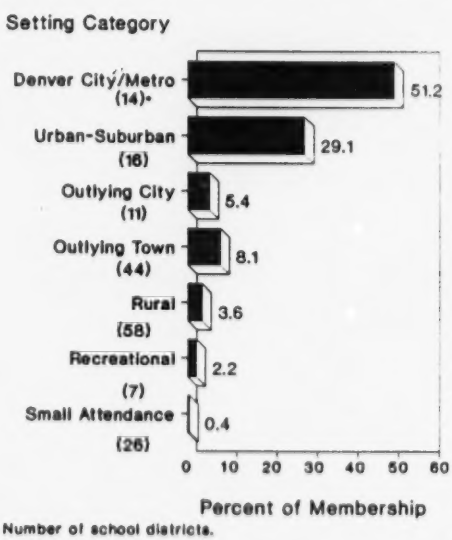
Fifty-one (51.2) percent of public school students attend school in one of the 14 Denver city/metro districts. Less than 1 percent of students reside in the 26 small attendance school districts (see Fig. 36).

Fig. 35: Public School Graduation Trends



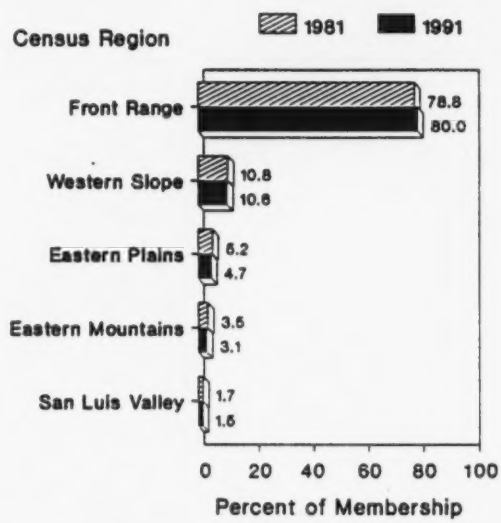
- There was little change in the proportion of pupil membership found in each of the five Colorado census regions from 1981 to 1991. The western slope, eastern plains, eastern mountains and San Luis Valley

Fig. 36: 1991 Pupil Membership by Setting Category



each showed a decrease in proportion of membership of less than 1 percent. The front range had an increase of 1.2 percent (see Fig. 37).

Fig. 37: Pupil Membership by Census Region



PRIVATE SCHOOL ENROLLMENT

Three types of private schools provide educational services to children who do not attend public school: church-related, non-church-related, and special education schools. The majority are located in the Denver city/metro area.

- In fall 1990, 36,580 students were enrolled in 361 private schools. Enrollment in private schools is up 5.3 percent from 1989; however enrollment has declined by 6.8 percent since 1983. Private school students constitute 5.9 percent of the state's school age population. Reported enrollments ranged from one student to 800 students with an average student enrollment of 101.
- Independent schools accounted for 38.5 percent of the total number of private schools and 21.7 percent of private school enrollment. Catholic schools represented 17.2 percent of private schools and 38.3 percent of the total private school enrollment (see Fig. 38).

Fig. 38: 1990 Reported Private School Enrollment by School Type

School Type	Number of Schools	Student Enrollment
Baptist	26	2,372
Catholic	62	14,023
Christian Reformed	4	572
Episcopal	2	475
Independent	139	7,930
Jewish	7	760
Lutheran	32	2,984
7th Day Adventist	21	960
Special Education	2	150
Miscellaneous	66	6,354
Total	361	36,580

- Kindergarten and elementary schools constituted 67.6 percent of the total number of private schools and 56.6 percent of private school enrollment (see Fig. 39).

Fig. 39: 1990 Reported Private School Enrollment by School Level

School Grade Level	Number of Schools	Student Enrollment
Kindergarten	86	1,249
Elementary	158	19,467
Middle School	2	339
Junior High School	1	102
Senior High School	22	3,491
Special Education	2	150
Combined K - 12	90	11,782
Total	361	36,580

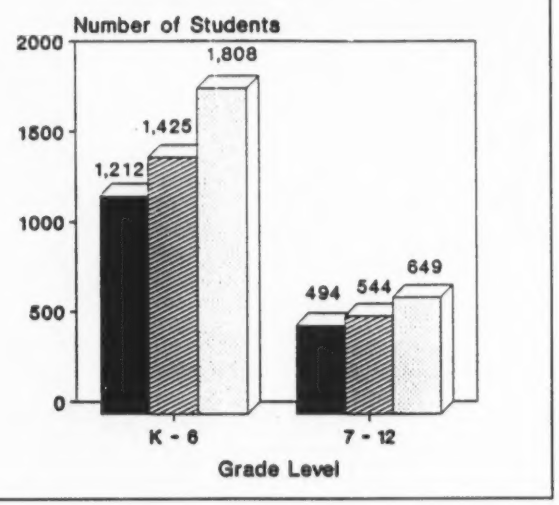
COLORADO HOME STUDY

Colorado parents have the option to enroll their school age children in a home-study program with district notification. An increasing number of families are exercising this option. Still, those children reported receiving their education at home accounted for less than 1 percent of the total school age population of Colorado in 1990.

- A total of 2,457 students were reported in home-study programs in 1990, an increase of 24.8 percent over the previous year. Home-study enrollment for grades K-6 children increased by 26.9 percent over 1989. Enrollment for 7-12 grade children increased by 19.3 percent

over 1989 (see Fig. 40). K-6 children constitute the majority of home–study enrollment at 73.6 percent.

Fig. 40: Home-Study Program Enrollment 1988-1990



Section VI

Educational Personnel

Colorado school districts employ over 60,000 people, more than half of whom are classroom teachers. In 1990, the typical Colorado public school teacher was 42, held a master's degree and had 13 years of teaching experience. In comparison to the student population, minorities are underrepresented among Colorado teachers and administrators. Females are underrepresented among principals and superintendents; and males are underrepresented among teachers. However, since 1980, the percent of female principals has increased from 15 to 36 percent.

After increasing during the late 1980's, the number of graduates of Colorado teacher education programs has declined for each of the past two years. This includes students completing programs in mathematics, science and special education, areas in which some shortages have been experienced in the state.

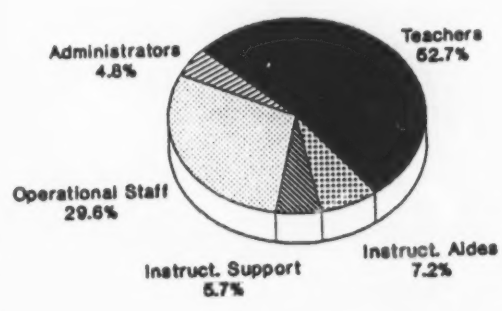
PROFILE OF SCHOOL DISTRICT PERSONNEL

Educational Personnel

In fall 1990, Colorado school districts employed 61,443.2 full-time equivalent (FTE) personnel. An FTE is a measure representing the amount of time a staff member is employed. For example, a half-time teacher would be recorded as .5 FTE. In 1990, there was one full-time employee for every 9.3 students.

- Sixty-three percent (38,479) of the FTE school district personnel were certificated and 37 percent (22,964.2) were noncertificated.
- Classroom teachers numbered 32,341.8 in 1990, a 1.2 percent increase over 1989 and 8.4 percent increase over 1980. Teachers constituted 52.7 percent of all school district personnel in 1990 (see Fig. 41).
- Operational staff accounted for 29.6 percent of school district personnel. These included office support staff, food service workers, custodial staff and transportation personnel.

Fig. 41: School District Personnel 1990



- Instructional support staff represented 5.7 percent of district staff and included librarians, counselors, psychologists, social workers, nurses, curriculum specialists, speech therapists and teachers on special assignment.
- Instructional aides constituted 7.2 percent of all staff, which increased 2.4 percentage points from the previous year.
- Administrators constituted 4.8 percent of all school district personnel, which represented a drop of 0.8 percentage points from 1989. Administrators include superintendents, assistant superintendents, principals, assistant principals, directors, assistant directors, coordinators, consultants, supervisors, business managers, attendance officers and deans.

Trends in School District Staffing

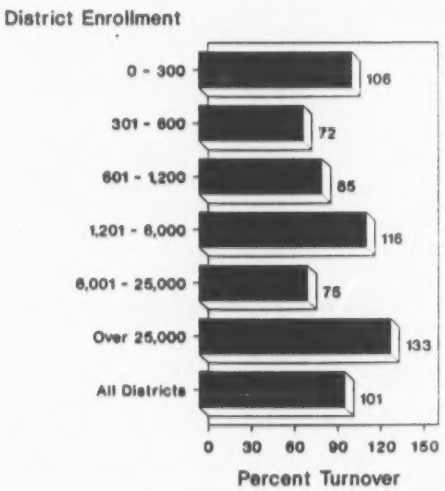
The total number of staff employed by Colorado school districts increased by 8.4 percent between 1980 and 1990. During that same period, student membership increased by 5.2 percent.

- The annual turnover rate of teachers from 1989 to 1990 was 8.7 percent. This represented an increase of 0.1 percentage point from the 1988 to 1989 rate.
- The turnover rate of principals and assistant principals increased 1.7 percentage points from 9.2 percent in 1989 to 10.9 percent in 1990.
- Principals and assistant principals increased by 8.7 percent, or 133.7 positions, between 1980 and 1990.
- Superintendents and assistant superintendents decreased by 11.9 percent between 1980 and 1990. Some of the decrease may be attributed to the consolidation of five districts.
- Over the last five years, the turnover rate for the state's 176 superintendents has averaged 20 percent. In 1991, the turnover rate was 22 percent as 38 superintendents left their jobs.
- The total turnover for the past five years has been 177 of 176 superintendents, or 101 percent. Of the 177 superintendent changes, only 46 were previous Colorado superintendents. During the past five years 127 districts, or 72.2 percent, had one or more superin-

tendent changes. Only 49 districts had the same superintendent for the five–year period.

- The five-year superintendent turnover rates by district size have ranged from a low of 72 percent for districts sized 301-600 to a high of 133 percent for districts over 25,000 in enrollment for the last five years (see Fig. 42).

Fig. 42: Superintendent Turnover Rates by Size of District 1987 through 1991



Characteristics of Colorado Educators

The racial/ethnic and gender composition of Colorado educators was not reflective of the student population. Overall, although minorities composed almost 25 percent of the student population, they accounted for only 9.3 percent of certificated personnel. Minorities were underrepresented as classroom teachers, principals, and superintendents. Women were underrepresented as principals and superintendents, and men were underrepresented as classroom teachers at the elementary level.

- In fall 1990, minorities represented 24.7 percent of the total student population. In contrast, minorities represented only 9.2 percent of classroom teachers. Minority representation among classroom teachers has increased 1 percentage point since 1980. Hispanics composed 16.3 percent of the student population, yet only 5.7 percent of classroom teachers were Hispanic in 1990 (see Fig. 43).
- Minorities accounted for 14.8 percent of principals and assistant principals, an increase of 5.0 percentage points since 1980. Additionally, minorities represented 9.8 percent of superintendents, directors, supervisors, coordinators, and consultants, up 0.8 percentage points since 1980 (see Fig. 43).

Fig. 43: Education Population by Racial/Ethnic Groups 1990

	Students	District Admins.	School Admins.	Classroom Teachers
American Indian/ Alaskan Native	0.9%	0.0%	0.5%	0.6%
Asian/Pacific Islander	2.3	0.7	0.5	0.7
Black	5.2	3.1	5.0	2.2
Hispanic	16.3	6.0	8.8	5.7
White	75.3	90.2	85.2	90.8
Total Counts	574,213	972	1,675	33,144

- In order to more closely reflect the student population, minority representation among classroom teachers would have to increase dramatically. The number of American Indian/Alaskan Native teachers would have to increase 63 percent. Black classroom teacher numbers would have to more than double, and the number of Asian/Pacific Islander and Hispanic teachers would have to triple.
- In fall 1990, females represented 48.5 percent of the student population. Women now account for nearly 70 percent of classroom teachers. Since 1980, the number of female principals has risen from 15.4 percent to 35.8 percent. Women represented only 4.6 percent of Colorado superintendents in 1990 (see Fig. 44).

Fig. 44: Percent Females Among Students and Staff

	1980	1990
Students	48.7%	48.5%
Teachers	64.2	69.8
Principals	15.4	35.8
Superintendents	2.2	4.6

- In 1990, just over 30 percent of all classroom teachers were male, and only 14.3 percent of elementary school classroom teachers were male.
- The percentage of classroom teachers in the under 30 age group has fallen to 9.0 percent in 1990 from 16.3 percent in 1980. Seventy-one (70.8) percent of teachers were in the 30-49 age group and 20.2 were 50 years of age and over. The percentage of classroom teachers 50 years of age and over has increased 3.5 percentage points from 16.7 percent in 1980.

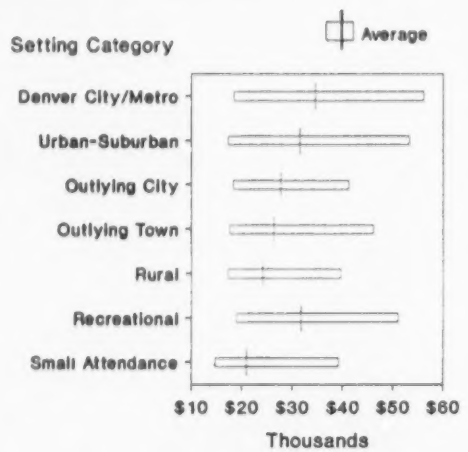
- Forty-eight percent of Colorado's teachers held a Master's degree or higher, an increase of 5.8 percentage points since 1980.

Average Annual Salaries

In fall 1990, the average salary for a Colorado public school teacher was $31,819. This represents a 3.5 percent increase over the previous year's average of $30,758 and a 79 percent increase over 1980's average teacher salary of $17,734. However, adjusting for the Denver consumer price index, average teacher salaries went up 16.4 percent over the 10 year period.

- Colorado's teacher salaries ranged from $14,700 in a small attendance district to $56,178 in a urban–suburban district. The small attendance setting districts had the lowest average salary of $20,913, while the Denver city/metro districts had the highest average salary of $34,599 (see Fig. 45).

Fig. 45: Classroom Teacher Salaries by Setting Category (Range and Average)



- Colorado's average teacher salary fell further behind the national average in 1990. In 1989, Colorado's average teacher salary dropped below the national average for the first time since 1978. In 1990, the trend continued as Colorado's average teacher salary was $1,204 below the national average (see Figs. 46 and 47).
- The Colorado 1990 average teacher salary of $31,819 was below the national average salary of $33,023. However, the 1990 consumer price index in Denver of 120.9 (CPI-U) was below the national CPI-U of 130.7. If the national average salary was adjusted down to the Denver CPI, the national salary would have been $30,547.

Fig. 46: Average Annual Salaries for Classroom Teachers

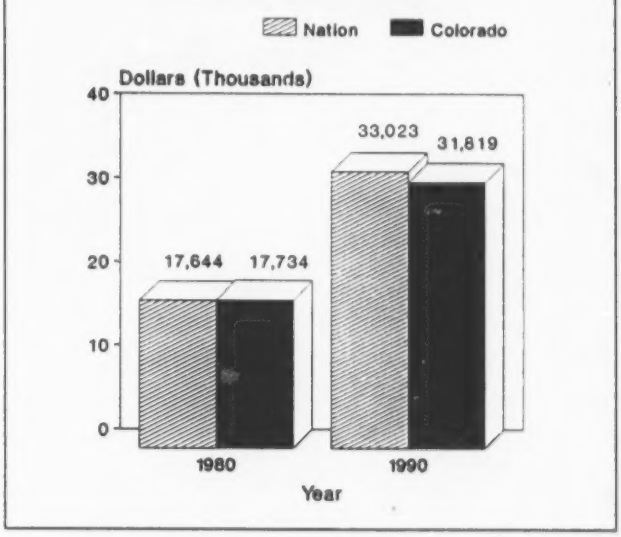
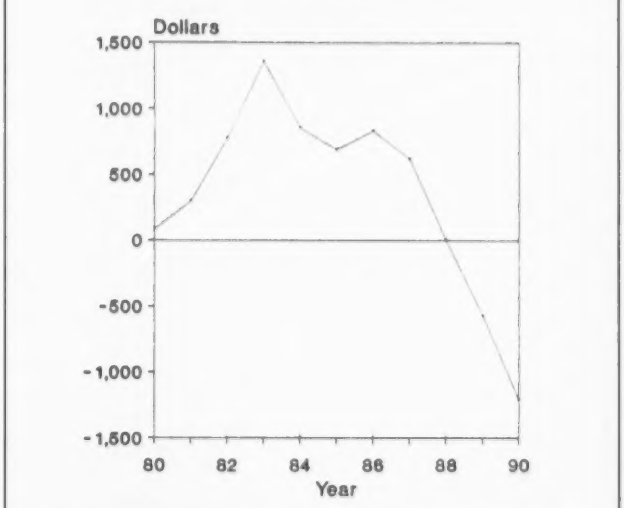


Fig. 47: Difference Between Colorado & National Average Teacher Salaries 1980-1990

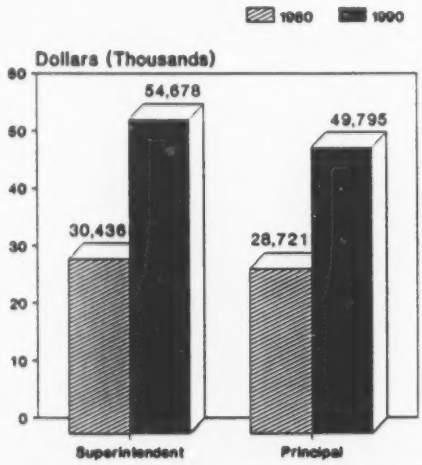


- In fall 1990, Colorado ranked 23rd nationally in average teacher salary.
- The average 1990 entry level salary for Colorado teachers was $18,682.
- The average annual salary for Colorado's principals was $49,795, a 3.6 percent increase over the previous

year and a 73.4 percent increase over 1980 (see Fig. 48). Principals in districts of 25,000 students or more had an average salary of $54,797, while principals in districts of 300 or less students had an average salary of $31,783.

- The average annual salary for Colorado's superintendents was $54,678, which represented a 4.1 percent increase over the average superintendent salary of 1989 and a 79.6 percent increase over 1980 (see Fig. 48). Superintendents in districts of 25,000 pupils or more averaged $90,518 per year, while superintendents in districts of 300 or fewer students had an average salary of $40,933.
- Adjusted for inflation, Colorado ranked 33rd nationally in percentage change of instructional staff salaries from 1980 to 1990.

Fig. 48: Superintendent and Principal Average Annual Salaries



TEACHER EDUCATION AND CERTIFICATION

Seventeen approved Colorado institutions of higher education prepared 2,839 graduates for certification in 1991. This represented a decrease of 9.8 percent over the previous year (see Figs. 49 and 50). In fall 1990, however, only 1,220 teachers were hired in Colorado with no previous teaching experience in Colorado or another state.

Fig. 49: Graduates of Teacher and Administrator Preparation Programs 1981-1991

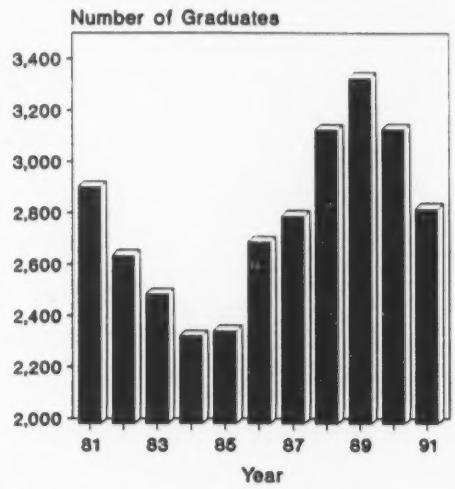


Fig. 50: Colorado Graduates Eligible for Certification

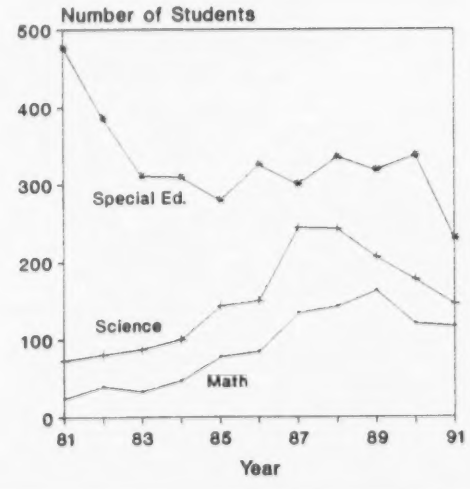
	1989		1991	
Institution	Number of Graduates	Percent of Graduates	Number of Graduates	Percent of Graduates
U.N.C.	950	28.4%	679	23.9%
Metro State	513	15.3	399	14.1
C.U.-Boulder	287	8.6	307	10.8
C.S.U.	351	10.5	278	9.8
D.U.	225	6.7	258	9.1
C.U. - Denver	240	7.2	227	8.0
Fort Lewis	84	2.5	144	5.1
Adams State	135	4.0	136	4.8
C.U. - Co. Springs	143	4.3	120	4.2
Southern Colorado	124	3.7	92	3.2
Western State	206	6.1	83	2.9
Regis	47	1.4	55	1.9
Colorado College	42	1.2	33	1.2
University of Phoenix	N/A	N/A	18	0.6
Colorado Christian	2	0.1	7	0.3
Chapman College	N/A	N/A	3	0.1
Mesa State	N/A	N/A	0	0.0
Total	3,349	100.0	2,839	100.0

- In 1991, Colorado institutions recommended 49 percent of initial certificate endorsements, holding constant since the previous year.
- The number of students completing special education teacher programs declined from 338 in 1990 to 230 in 1991, a decrease of 32.0 percent. Over the last 10 years, there has been a 51.8 percent decrease in the number of special education teacher graduates (see Fig. 51).
- The number of graduates completing mathematics programs decreased slightly, from 120 students in 1990 to 116 in 1991. This represents an increase of 383 percent from 24 graduates in 1981. The number of science program graduates decreased from 177 in 1990 to 145 in 1991, a decrease of 18.1 percent. However, since 1981, the number of students completing science teacher preparation programs has increased 98.6 percent (see Fig. 51).
- Between July 1, 1990 and June 30, 1991, 4,624 Colorado initial certificates and 12,874 renewals were issued. The initial certificates carried 5,621 endorsements (see Fig. 52). Of the 4,624 initial certificates issued 2,739 were granted to Colorado graduates and 2,882 were issued to graduates trained at out-of-state institutions.

Fig. 52: Endorsements in Initial Certificates July 1, 1990 to June 30, 1991

General Endorsement Area	In-State	Out-of-State	Total
Agriculture	3	8	11
Art	57	55	112
Business	43	36	79
Dist. Education	4	1	5
English Lang. Arts	196	263	459
Foreign Languages	58	58	116
Health, Safety, PE	137	166	303
Home Economics	18	49	67
Industrial Arts	42	18	60
Mathematics	118	121	239
Music	61	98	159
Natural Science	167	144	311
Soc. Stud./Soc. Science	227	211	438
Technical Education	0	1	1
Trade/Ind. Occupations	3	29	32
Gen. Elem-Sec. Educ.	919	1,054	1,973
Special Education	170	179	349
Safety & Driver Ed.	0	1	1
Junior ROTC	0	2	2
Ling. Different	48	25	73
Program Service Spec.	51	67	118
Middle School	27	12	39
School Admin.	289	159	448
Special Services	101	125	226
Total	2,739	2,882	5,621

Fig. 51: Students Completing Science, Math and Special Ed. Preparation Programs 1981-1991



ASSESSMENT OF TEACHER AND ADMINISTRATOR CANDIDATES

Colorado is one of 36 states that screens teachers in basic competency skills prior to certification. Colorado's current testing program began in 1983. All teachers, administrators and special services personnel requesting first-time certification must pass tests in selected basic skill areas. Students enrolled in Colorado teacher training institutions must pass the tests prior to formal admission to teacher preparation programs.

The *California Achievement Test* was selected for basic skills competency testing. In order to pass each section, a student must score at or above the 75th percentile rank for twelfth graders included in the national standardization sample. Candidates are allowed four attempts to pass all sections. Tests include spelling, language usage/mechanics and mathematics, as well as an oral language assessment. Approximately 2,500 students from Colorado colleges and 2,700 students in other

states were tested between June 1, 1990 and May 31, 1991 (see Fig. 53).

- With the exception of spelling and all other attempts in math, the passing rates for in-state applicants were lower than those for out-of-state applicants. Out-of-state examinees were usually college graduates, while the majority of in-state examinees were enrolled as undergraduate students.
- The oral language exam has been the test most easily passed on the first attempt. The mathematics test has been the most difficult to pass on the first attempt.

Fig. 53: Basic Skills Test Results for Teaching Certificate Candidates 1991

	Percent Passing	
In-State Preparation	**First Attempt**	**All Other Attempts**
Oral Language	95.3%	95.2%
Spelling	75.1	67.9
Language	77.0	69.5
Mathematics	65.5	66.0
Out-of-State Preparation		
Oral Language	95.5	100.0
Spelling	73.9	61.6
Language	83.7	74.1
Mathematics	67.3	62.3

Section VII

Educational System and Programs

Although public school enrollment has increased since 1983, the number of school districts has declined due to consolidation of smaller districts. The last two years have seen sizeable increases in membership, reflecting renewed in-migration to Colorado. Other recent trends in Colorado's educational system include a substantial increase in the number of middle schools and a declining pupil-teacher ratio, although in 1990 the pupil-teacher ratio increased.

Several state-funded programs are targeted to specific needs of Colorado school districts and their students. These include the English Language Proficiency Act, Transportation, Preschool Program and Special Education. Funding also is provided for Colorado Library Programs. State supervision of school districts is accomplished through the accountability and accreditation process, which establishes minimum requirements for state accreditation.

Colorado school districts receive funding from a number of federal, state and local sources. Approximately 32.5 percent of K-12 revenues are obtained from state equalization funds, which are intended to assure equity through reducing monetary disparities among districts.

COLORADO'S EDUCATIONAL SYSTEM

Schools and Districts

In fall 1990, there were 176 Colorado public school districts and 1,345 public schools.

- The number of schools in Colorado has been increasing since 1983, matching the period of increasing membership.
- Schools designated as middle schools have doubled in the last 10 years, while the number of junior high schools declined (see Fig. 54).

Fig. 54: Number of Public Schools
Fall Counts

School Level	1980	1985	1990
Elementary	777	778	801
Middle	67	98	132
Junior High	158	128	98
Senior High	244	245	249
Other*	38	46	65
Total	1,284	1,295	1,345

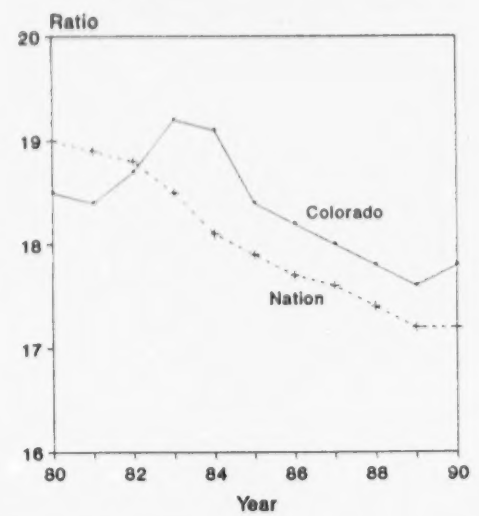
*Includes vocational, special education and some alternative schools.

- The number of other schools nearly doubled in the last 10 years, with most of the growth being the increasing number of alternative schools.
- School districts have organized 17 state funded Board of Cooperative Educational Services (BOCES) throughout Colorado. BOCES provide services to member districts upon request and when funds are available in order to share resources and increase efficiency. Examples of services include special education, migrant education, film libraries and curriculum design specialists. A list of BOCES and districts is provided at the end of this report.

Pupil-Teacher Ratio

The pupil-teacher ratio in Colorado and the nation has generally declined during the last 10 years although the Colorado ratio increased slightly in 1990 (see Fig. 55). The decline is partly due to decreasing enrollments through 1983, to increases in the number of special education teachers and to school district efforts to reduce class size.

Fig. 55: Pupil-Teacher Ratios
Fall Enrollment —All Teachers



The pupil-teacher ratio is the ratio of pupils to all staff members assigned the professional activities of instructing pupils in self-contained classes or courses. Unless otherwise noted, teachers include elementary and secondary classroom teachers, special education teachers and special subject teachers, such as music, art, physical education and driver education.

- The ratio of Colorado pupils to teachers in 1990 was 17.8 to 1, up from 17.6 to 1 in 1989. However, when special education and special teachers were excluded, the 1990 ratio became 23.6 to 1 (see Fig. 56).

Fig. 56: Pupil-Teacher Ratios
Fall 1990

Setting (No. of Districts)	Number of Students	All Teachers*	Regular Classroom Teachers**
Denver City/Metro (14)	292,777	18.5	24.6
Urban-Suburban (16)	166,652	18.6	24.9
Outlying City (11)	31,382	17.4	23.6
Outlying Town (44)	47,0786	16.2	20.8
Rural (58)	21,114	13.8	17.7
Recreational (7)	12,586	16.1	21.2
Small Attendance (26)	2,398	7.7	9.1
State (176)***	574,213	17.8	23.6

*All teachers include special education teachers and teachers in specialized subject areas such as music, art physical education, driver education and ROTC.

**Regular classroom teachers exclude special education teachers and teachers in specialized subject areas.

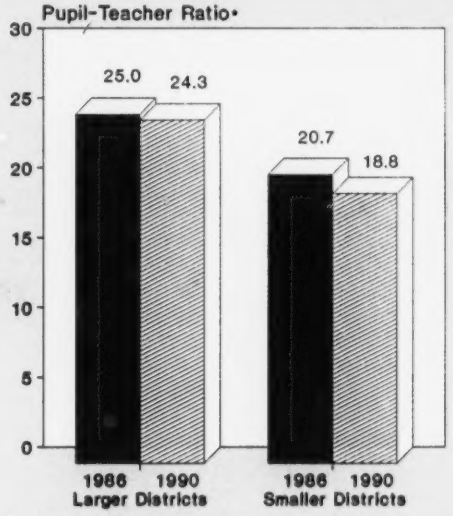
***Includes counts from BOCES, which are not included in setting counts above.

- When all school level employees were counted, including aides, administrators, clerical, special services, maintenance, food service and transportation workers, but excluding district level employees, the ratio of pupils to adults was 10.0 to 1.
- Pupil-teacher ratios were lower in smaller, rural districts and higher in larger, urban districts. Ratios ranged from 7.7 in the small attendance districts to 18.6 in the urban-suburban districts.
- Colorado's 1990 pupil-teacher ratio of 17.8 was slightly higher than the estimate of 17.2 for the national pupil-teacher ratio. Colorado's ratios have been higher than national averages in recent years. In 1990, Colorado's pupil-teacher ratio ranked 39th among the 50 states and District of Columbia.
- Between 1986 and 1990, both the larger districts and smaller districts decreased their average pupil-teacher ratios. However, the districts in the four smaller setting categories decreased their ratios more than the districts in the four larger setting categories (see Fig. 57).

Use of Technology

A survey was conducted in spring 1990 on the use of computers, distance learning and other learning technologies in Colorado school districts.

Fig. 57: Change in Pupil-Teacher Ratio
1986-1990



•Regular classroom teachers only

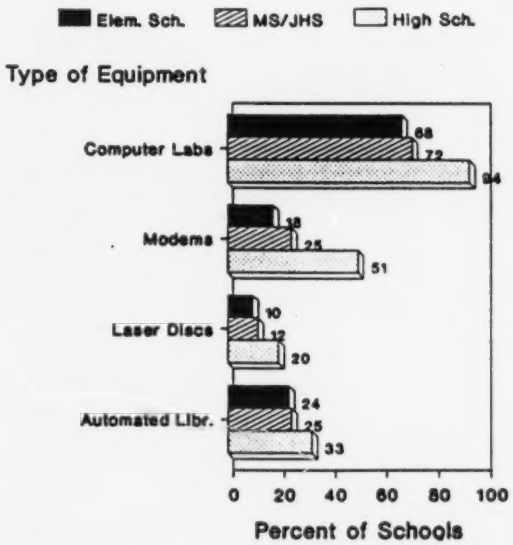
- There was an average of one computer available for every 14 students. In 1984 there was one computer for every 50 students.
- Satellite dishes were in use in 65 percent of the districts, with students using them as direct downlinks about five hours per week.
- Drill and practice by students was the most frequent use of computers (see. Fig. 58). When using computers for applications or as tools, districts reported more use by teachers and administrators than by students.

Fig. 58: Uses of Computers
1990

Use	Percent of Districts by Level Elem.	MS/JHS	HS
Administrative	74.4%	81.6%	88.0%
Teacher Tools	72.8	82.4	90.4
Student Tools	60.8	76.0	96.0
Drill & Practice	85.6	83.2	84.8
Simulations	51.2	55.2	60.8
Other	50.4	53.6	67.2

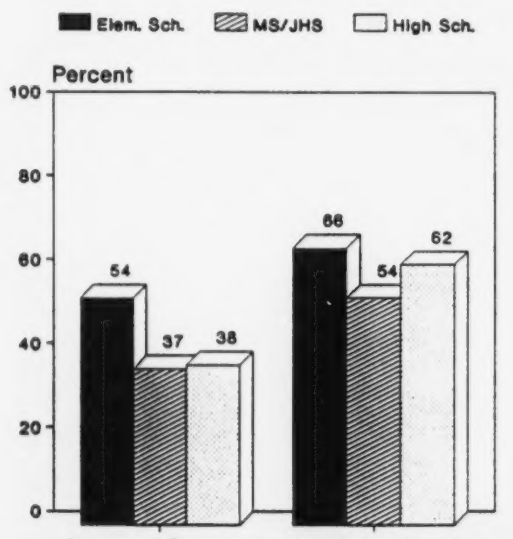
- Most schools, 68 to 94 percent, had established computer labs by 1989-90, but relatively few worked with modems, laser discs or automated library services (see Fig. 59).

Fig. 59: Technology in the Schools 1990



- Nearly two-thirds of Colorado students used computers weekly (see Fig. 60). While the majority of elementary classrooms had computers (54 percent), only a little more than a third of middle level and high school classrooms had computers.

Fig. 60: Computer Availability 1990



STATE EDUCATIONAL PROGRAMS

English Language Proficiency Act

The English Language Proficiency Act (ELPA), enacted by the 1981 Colorado legislature, established an English language proficiency program for children whose dominant language is not English. The act helps fund such programs for a maximum of two years per student.

Students are eligible for assistance under the A/B category if their dominant language is not English. Students whose dominant languages are difficult to determine and who demonstrate limited English proficiency are C category students.

ELPA programs most frequently use English as a second language (ESL) or bilingual instructional strategies.

- Of the estimated 16,000 limited English proficient (LEP) students in Colorado public schools, 10,571 or 66 percent, were eligible for ELPA funding and served in 1991-92.
- Of the children served in 1991-92, 71 percent were in grades K-6. The students spoke 85 different languages (see Fig. 61).
- On nationally standardized tests of reading or language arts, ELPA students gained an average of 6.6 normal curve equivalent (NCE) points in 1990-91. The NCE is a modified form of percentiles.

Fig. 61: English Language Proficiency Act State Summary

	1986-87	1991-92
No. of Eligible Sch. Dists.	84	85
No. of Eligible Students	8,672	10,571
No. of Languages Spoken	68	85
Total Allocation of Funds	$2.0M	$2.6M
Allocation Per Student		
Category A/B	$251	$240
Category C	$186	$265

Transportation

In 1990-91, school districts transported 247,302 pupils each day to and from school. School transportation also includes busing for athletics, activities and field trips.

There were 4,893 buses and small vehicles used in pupil transportation, driven an average of 253,835 miles each day. School transportation costs are partially reimbursed through the Public School Transportation Fund.

- The proportion of Colorado public school students transported each day has remained around 40-45 percent over the last 10 years (see Fig. 62).
- The average annual cost per student transported in 1990–91 was $331, an increase of 80 percent over 1980-81.
- Colorado's safety record for school buses is better than the national average. A Colorado bus was involved in a reportable traffic accident every 231,323 miles in 1989–90. This was 77 percent better than the national average of one accident every 131,034 miles.
- State payment under the Transportation Fund has declined from 54 percent of reimbursable expenditures in 1980–81 to 40 percent in 1990–91.

Fig. 62: School Transportation

	1980-81	1990-91*
Students Per Day	220,883	247,302
Percent of Enrolled Students Transported	40%	43%
Cost Per Day	$225,301	$454,591
Average Annual Cost Per Student Transported	$184	$331
Average Cost Per Mile	$1.03	$1.79

*In 1988 the student and mileage count procedures changed, limiting the validity of comparisons with earlier years.

Colorado Preschool Program

The Colorado Preschool Program for Children in Need of Language Development was enacted by the General Assembly as part of the School Finance Act of 1988. The program serves children who have been designated as at risk for school problems because of their delayed language development and other risk factors. These indicators show they are more likely to drop out of school than children without these factors. The program serves 4- and 5-year-old children in the year before they are eligible for kindergarten.

- In 1991-92 the program is serving 2,750 children in 59 school districts.
- There are at least 100,000 3- and 4-year-old children in Colorado, all of whom could benefit from early education. A survey of school districts in late 1989 estimated there were more than 10,500 students eligible for the state preschool program.
- Over 30 percent of the children live in single–parent households. One in four has a parent who was a high school dropout.
- Half of the children are from minority families, and one in five live in homes where a language other than English is spoken.
- On average, children entered the program almost five months behind in language skills and left the program performing at age level.
- At the beginning of the year, three of four children were reported by parents to have social, emotional or behavioral problems which affect learning. By the end of the year, parents reported half as many problems.

Colorado Libraries

Coloradans have access to information and lifelong learning through more than 1,500 libraries (see Fig. 63). There are five types of libraries. Public libraries serve residents of cities, counties, and library districts. Academic libraries serve faculty, staff, and students in the state's public and private colleges and universities. School library media centers serve teachers, staff, and pupils in elementary and secondary schools. Institutional libraries serve residents and staff of the state's correctional, juvenile, health and mental health institutions. Special libraries serve government agencies, professions, business and industry, and a wide variety of non-profit organizations.

- Almost two million Coloradans in 1990 were registered to use their public libraries. They borrowed books and other materials 21.3 million times, including 12.8 million loans of materials for adults and 8.4 million loans of materials for children.

Fig. 63: Annual Library Statistics 1990

Total Counts	Public Libraries	Public Academic Libraries	Public School Library Media Centers
No. of Libraries	131	29	1,137
Population Served	3,294,394	154,676	574,213
Staff FTE	1,485	932	1,863*
Volumes Held	8,634,248	7,045,883	9,317,000*
Per Capita			
Volumes Held	3	46	17*
Circulation of Books and Other Materials	6	14	37*
Total Operating Expenditures	$18	$240	$14**

*1989 data
**Excludes staff expenditures

- Public and academic libraries shared 415,000 items through interlibrary loan.
- Public and academic libraries answered 4.1 million reference questions.
- Public and academic libraries in 1990 offered 31,500 cultural and educational programs (e.g., story hours, reading/discussion groups, literacy workshops). These events provided lifelong learning opportunities to 660,000 adults and 77,500 children.
- In 1990, Coloradans paid $13.43 each in taxes for public library service. In exchange, the average Coloradan visited a public library three to four times, borrowing six books or other materials, using one item in the library (e.g., reference works, magazines and newspapers), and receiving reference assistance in locating information once.
- The Emporia in the Rockies graduate library education program, accredited by the American Library Association, offers 10 courses per year toward a master's degree in library science. The first class of nearly 100 students will graduate in spring 1992. A second class of 65 students began coursework in May 1991.
- The Colorado state legislature created the Access Colorado project, authorizing the State Library to establish a telecommunications network linking library and other information databases. Ultimately, this project will provide toll-free access to over 165 library catalogs and numerous other databases providing information on legislation, economic development, job opportunities, housing, childcare, science and technology, and tourism. The State Library is involved in raising funds required to initiate and operate the network.
- A voluntary Colorado Library Card program was initiated. Under this program, a registration card from any local library in the state will be honored by all participating libraries.
- Two projects underway involving the Colorado State Library are (1) to improve resource sharing among libraries in the state, and (2) to assess the impact of school library media centers on student achievement.

Accreditation of Colorado School Districts

State accreditation is the primary means by which the State Board of Education accomplishes its mandate to provide general supervision of the schools. The Partnership Assistance Review (PAR) is a team visitation to each district and its schools and is the mechanism used by the Colorado Department of Education to review accreditation standards in Colorado. Districts and schools are visited on a three–year cycle.

The PAR has two parts. One is the Accreditation Compliance Audit, the other is the School Performance Assistance Review. A team, incorporating both CDE staff and professionals from other districts: reviews school accountability, planning, and improvement practices; collects information on important issues facing school district; and identifies current education and accountability trends within the state. The team also addresses certain indicators that give support to the success of the State Board's goals and objectives.

During the PAR onsite visitations, accreditation compliance issues are identified as well as exemplary programs and practices. The compliance issues are systematically monitored by CDE until compliance has been achieved. Upon full compliance with all accreditation standards, the Colorado State Board of Education formally extends district accreditation for an additional three–year period.

During the 1990-91 school year, Partnership Assistance Reviews were conducted in 57 districts and their schools.

- Most school building accountability committees have developed measurable goals and improvement strategies that have moved the schools significantly from focusing on process to expected student outcomes.
- Membership of most school building accountability committees is a broad representation of the community.
- Schools and districts are reviewing profile information to determine discrepancies in the proportion of minority and female students taking advanced classes. Many school level improvement plans now include specific strategies to achieve educational equity.
- A number of positive school restructuring efforts have taken place over the past year. Schools are offering more "choice" to parents and students through tuition-free open enrollments across school district boundaries, through the Postsecondary Enrollment Options Act, and through the delivery of programs via advanced technologies.
- Schools are using interdisciplinary instruction, information-processing approaches to learning, and authentic assessments including writing samples, portfolios, and teacher judgement.
- The majority of school districts are well on their way to developing standards for student performance in order that all parents, students, and educators will know the learning expectations.

Options and Choices

Expansion of choices in schooling has been called for in many current reform proposals. Choice means giving parents and students the opportunity to select their schools. The 1990 General Assembly adopted the Public Schools of Choice Act (22-36 C.R.S.).

The act requires all districts to establish policies and procedures for open enrollment in all programs or schools for resident pupils, subject only to restrictions of lack of space or where open enrollment would produce noncompliance with desegregation plans.

In addition to within–district choice, the Public Schools of Choice Act provided for an inter-district schools of choice pilot program, with funding up to $300,000. Three pilot school districts may be selected each year, one each from the eastern slope, the western slope and the metropolitan area.

- The first pilot grants were allocated in fall 1991 to East Central BOCES, Limon, for a long distance learning project; Southwest BOCES, Cortez, for an alternative school; and Jefferson County School District for a world class elementary school and career center.
- In fall 1990, 117 school districts reported they had 4,500 students attending from outside their district.
- In fall 1991, 133 school districts, serving more than two-thirds of all students, had gone on record that they would accept students from any school district without charge, subject to space available.
- More than 4,400 students in 1990-91 attended schools outside of their district of residence.
- Alternative schools or options already have been established in at least 47 Colorado school districts and BOCES. Alternative schools are schools of choice established by the district to provide a learning experience different from conventional school offerings. There were 95 alternative schools and programs identified in 1991, up from 69 reported in 1989 (see Fig. 64).

Fig. 64: Public Alternative Schools by Category Spring 1990

School/Program	Number
Elementary School Programs	11
Middle School Programs	8
High School Programs	61
Teen Mother Programs	6
Magnet Schools	5
Second Chance Centers	15
Adult High Schools (serving 18-21 year olds)	10
Total Schools*	95

*Some are counted in more than one category

Education of the Handicapped

Colorado's Exceptional Children's Educational Act (ECEA) mandates special education and related services for all children with disabilities between the ages of 5 and 21. Services to children under the age of 5 have been optional under the act, but beginning January 1992, Colorado public schools must provide services to all preschool children with disabilities.

Students Served

During the 1989-90 school year, Colorado public schools provided special education and related services to 64,923 children with disabilities (see Fig. 65).

- Children with disabilities served during the 1989-90 school year represented 11.5 percent of the public school membership and 10.6 percent of the state's estimated population of children from ages 5 through 17.
- The percentage of children with perceptual or communicative disorders remained very stable. Ten years ago, 46.7 percent of the disabled children served had perceptual or communicative problems. In 1989-90, that figure had only increased 1.6 percentage points.
- The full-time equivalent children with disabilities served by public schools increased from 12,227 in 1979-80 to 16,018 in 1989-90. This was a 31.0 percent increase in FTE students. In comparison, the count of total students served increased from 56,540 in 1979-80 to 64,923 in 1989-90, a 14.8 percent increase.
- Public schools served an increasing number of children with multiple disabilities. In 1989-90, this population represented 6.6 percent of the disabled children served, compared to only 1.5 percent in 1979-80. During that same period, the number of full-time equivalent children with multiple disabilities increased from 3.8 to 15.0 percent.
- Special education dropouts declined over the past 10 years, from 1,284 in 1979-80 to 882 in 1989-90. The 1989-90 figure was only 3.4 percent of the total dis-

Fig. 65: Students Served by Primary Disability

Primary Disability	1979-80	1989-90
Trainable Mentally Retarded	838	838
Educable Mentally Retarded	5,158	2,634
Emotional/Behavioral	8,839	11,077
Perceptual/Communicative	26,387	31,347
Hearing Handicapped	878	907
Visually Handicapped	314	291
Physically Handicapped	996	1,071
Speech/Language	12,246	12,409
Deaf-Blind	12	49
Multiple Handicapped	872	4,300
Total	56,540	64,923
Percent of Membership	11.0%	11.5%
Percent of 5-17 Population	9.6%	10.6%

abled children between the ages of 12 and 21, a decrease of 0.3 percentage points from the previous school year.

- There were 1,881 children, ages 3 and 4, served in preschool programs for children with disabilities.

Services Provided

Children with disabilities were provided a range of educational services in the least restrictive environment, based on their needs.

- During the 1989-90 school year, 6,808 full-time equivalent (FTE) special education staff were employed by Colorado public schools, compared to 5,334 FTE in 1979-80 (see Fig. 66).
- Eighty percent of the special education personnel employed in 1989-90 were instructional teachers and instructional aides. Only 2 percent were professional administrators.
- In 1989-90, 1,633 children with disabilities received their special education program from another administrative unit than their unit of residence, or from an agency or a facility. The number of out-of-district placements has been decreasing. In 1988-89, the number of children with disabilities who received their special education program outside the administrative unit of residence was 1,881. In 1987-88, that number was 2,058. The decline was due to fewer children in regional centers and community centered boards. The numbers of children placed by the courts and social services in group homes and residential child care facilities remained constant.
- Children with disabilities who are placed out-of-district for non-educational reasons continues to range each year from 60 to 65 percent of the total out-of-district placements.

Several practices have been implemented to provide more appropriate services.

- An effort has been made to serve more children with disabilities in their normal environments. Regular education service providers are taking a greater role in adapting the regular education curriculum to meet the unique needs of children with disabilities.
- Nineteen different schools are emphasizing a functional curriculum for children with severe/profound needs which enables them to be integrated into the mainstream of the public school systems.
- A model has been developed to assist teachers in helping students with severe emotional needs replace inappropriate behaviors with those that are more socially acceptable. This model is being implemented systematically throughout the state.
- Quality indicators have been developed for alternative facilities to enable them to provide more appropriate services to children in need of out-of-home placements.

Costs and Revenues

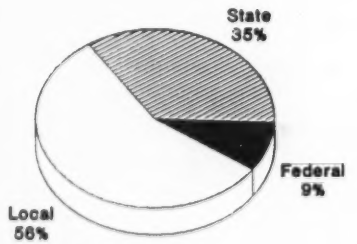
During the 1989-90 school year, special education and related services in Colorado's public schools cost $214.2 million, compared to $93.5 million in 1979-80. These costs were supported by federal, state, local and other funds.

- Nine percent of the total direct costs of public school special education programs was funded by the federal government during the 1989-90 school year. The total state contribution, including both the Exceptional Children's Educational Act (ECEA) appropriation and the portion of the per pupil operating revenue which applied as a revenue for the special education program, was 35 percent. Local school district funds supported the remaining 56 percent of the costs (see Fig. 67).
- State funding for public school special education programs in 1989-90 was $75.5 million: $49.0 million

Fig. 66: Special Education Staff

Type of Staff	1979-80	1989-90
Teachers	3,093	3,541
Instructional Aides	948	1,887
Support Staff	915	1,013
Administrators	153	143
Secretaries	225	224
Total	5,334	6,808

Fig. 67: Sources of Revenue for Special Education Costs 1989-90



Total=$214.2 M

under the ECEA appropriation, $25.5 million of equalization funds for the support of special education programs, and $1.0 million of equalization funds for tuition of children placed out-of-district.

- The total state contribution for special education decreased 2 percent from 1988-89 to 1989-90, and the local share increased by the same amount. The percent of the program supported by federal funds remained the same.
- The percentage of the eligible claim funded by the ECEA appropriation has decreased from 62.3 percent in 1979-80 to 39.0 percent in 1989-90.
- The average per student cost for special education services was $1,654 in 1979-80 and $3,299 in 1989-90, which is an increase of 200 percent. However, adjusted for inflation, the increased cost per students was 21 percent over the 10 years. The expenditures per pupil for all Colorado students, adjusted for inflation, during the same 10–year period, increased 27 percent.

The Colorado School for the Deaf and the Blind

The state-administered school which provides a wide range of educational services for students with visual and/or auditory disabilities is the Colorado School for the Deaf and the Blind (CSDB) in Colorado Springs. The school program is designed to promote academic, vocational and total development of each student from preschool through the twelfth grade. Supplemental services such as individual counseling and psychological services, speech therapy, audiological evaluations, and parent education are provided through the school's evaluation center.

- In October, 1991, CSDB enrollment was 173 deaf, blind and multiple handicapped students; 86 deaf students, 32 blind students and 55 students with multiple handicaps. Of the 173 students enrolled, 88 were residential students and 85 were day students. The 1991 enrollment was up from 162 in October, 1990.

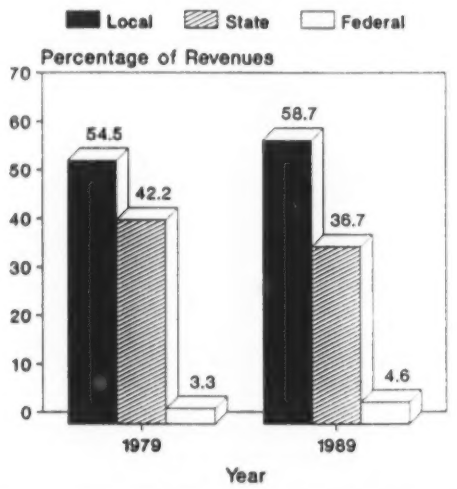
PUBLIC SCHOOL FINANCE

School District Revenues

Colorado school districts receive funding from local, state and federal sources. A total of $2.88 billion in revenues from all sources were provided to school districts in calendar year 1989.

- Local sources provided the largest share of funding for school districts, constituting 58.7 percent of all 1989 revenues (see Fig. 68).
- In 1989, Colorado ranked 11th in the nation in percentage of school district revenues from local sources and 40th in the percentage from state sources.
- Between 1979 and 1989, the percentage of all school district revenues provided by local and federal sources increased, and the percentage provided by state funds decreased. However, school district revenues provided by state sources increased from 35.8 percent in 1988 to 36.7 percent in 1989 as a result of the Public School Finance Act of 1988.

Fig. 68: Revenue Trends 1979-1989



Local revenue sources include the property tax, specific ownership taxes, tuition, transportation fees and other revenues. State sources include state equalization funding, the English Language Proficiency Act, the preschool program, the Education of Exceptional Children Act and the transportation program. Federal funds were received primarily for special programs targeted toward national priorities. School food services and programs for the disadvantaged and handicapped received the greatest proportion of federal revenues.

- In 1989, school districts received a total of $1.69 billion in local revenues. Of this, 74 percent was provided by the property tax (see Fig. 69).
- State sources contributed $1.06 billion, or 36.7 percent of revenues in 1989. State equalization constituted 89 percent of this funding.

Fig. 69: 1989 Revenues by Source

Source	Dollars (millions)	Percentage of Total
Local Property Tax	$1,250.5	43.5%
Other Local	437.9	15.2
State Equilization	934.8	32.5
Other State	120.6	4.2
Federal	132.2	4.6
Total	2,876.0	100.0

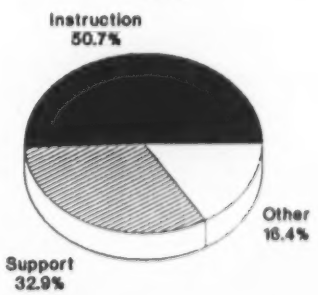
- In 1989, $132.2 million in federal funds were provided to Colorado school districts. Federal funds constituted 4.6 percent of all 1989 school district revenues.

School District Expenditures

School district expenditure categories include the instructional program, support services, community and other services (see Fig. 70).

- Instructional program costs totalled $1.46 billion and constituted 50.7 percent of all school district expenditures in 1989. These costs included salaries, benefits, instructional materials and supplies, and other costs of instruction.
- Support services, including pupil and staff support services, administration, transportation, operations and maintenance, and food services, composed 32.9 percent of 1989 expenditures and totalled $949.1 million.
- Community and other services, totalling $473.7 million, accounted for 16.4 percent of expenditures.
- In the 10-year period from 1979 to 1989, school district expenditures increased by 54.8 percent. As a percent of the total, school district expenditures by category have not changed significantly in the past 10 years.

Fig. 70: Expenditures by Category 1989



National Comparison of Per Pupil Expenditures

In 1989, Colorado spent an average of $4,408 per pupil.

- Colorado ranked 24th among states in 1989 expenditures per pupil.
- The national average 1989 per pupil expenditure was $4,639.

BOARDS OF COOPERATIVE EDUCATIONAL SERVICES

School District and Associate Members

ADAMS COUNTY BOCES-Westminster

Adams County 14
Brighton 27J
Mapleton 1
Northglenn-Thornton 12
Westminster 50

ARKANSAS VALLEY BOCES-La Junta

Cheraw 31
Crowley County RE-1J
East Otero R-1
Fowler R-4J
Las Animas RE-1
Manzanola 3J
Rocky Ford R-2
Swink 33

EAST CENTRAL BOCES-Limon

Agate 300
Arriba-Flagler C-20
Bennett 29J
Bethune R-5
Burlington RE-6J
Byers 32J
Deer Trail 26J
Genoa-Hugo C113
High Plains R-23
Karval RE-23
Kit Carson R-1
Limon RE-4J
Morgan Community College
Pikes Peak Community College
Strasburg 31J
Stratton R-4
Woodlin R-104

MOUNTAIN BOCES-Leadville

Aspen 1
Buena Vista R-31
Colorado Mountain College
Eagle County RE-50
Garfield 16
Garfield RE-2
Lake County R-1
Park County RE-2
Roaring Fork RE-1
Salida R-32
Summit RE-1

NORTHEAST BOCES-Haxtun

Akron R-1
Arickaree R-2
Buffalo RE-4
East Yuma County R-J-2
Frenchman RE-3
Haxtun RE-2J
Holyoke RE-1J
Julesburg RE-1
Lone Star 101
Northeastern Junior College
Otis R-3
Plateau RE-5
Platte Valley RE-3
Valley RE-1
West Yuma County R-J-1

NORTHERN COLO BOCES-Longmont

Colorado State University
Park R-3
St. Vrain Valley RE1J
Thompson R-2J
University of Colorado
University of Northern Colorado

NORTHWEST COLO BOCES-Steamboat Springs

East Grand 2
Hayden RE-1
North Park R-1
South Routt RE-3
Steamboat Springs RE2
West Grand 1

PIKES PEAK BOCES-Colorado Springs

Big Sandy 100J
Calhan RJ1
Cheyenne Mountain 12
Colorado School for Deaf & Blind
Cripple Creek-Victor RE-1
Edison 54 JT
Elbert 200
Ellicott 22
Falcon 49
Fountain 8
Hanover 28
Kiowa C-2
Lewis-Palmer 38
Manitou Springs 14
Miami/Yoder 60JT
Peyton 23JT
Woodland Park RE-2

SOUTH PLATTE VALLEY BOCES-Fort Morgan

Briggsdale RE-10
Brush RE-2 (J)
Fort Morgan RE-3
High Plains Youth Center
Morgan Community College
Pawnee RE-12
Prairie RE-11
Weldon Valley RE-20 (J)
Wiggins RE-50 (J)

SAN JUAN BOCES-Durango

Archuleta County 50 JT
Bayfield 10-JT-R
Durango 9-R
Fort Lewis College
Ignacio 11 JT
Silverton 1

SAN LUIS VALLEY BOCES-Alamosa

Adams State College
Alamosa RE-11J
Centennial R-1
Center 26JT
Creede Consolidated 1
Del Norte C-7
Moffat 2
Monte Vista C-8
Mountain Valley RE-1
North Conejos RE1J
Sanford 6J
Sangre de Cristo RE-22J
Sargent RE-33J
Sierra Grande R-30
South Conejos RE-10

SOUTH CENTRAL BOCES-Pueblo

Aguilar Reorganized 6
Branson Reorganized 82
Cotopaxi RE-3
Custer Consolidated C-1
Florence RE-2
Hoehne Reorganized 3
Huerfano RE-1
La Veta RE-2
Primero Reorganized 2
Pueblo (City) 60
Pueblo County Rural 70
Trinidad 1
Trinidad State Junior College
University of Southern Colorado

SOUTHEAST METRO BOCES-Englewood

Arapahoe Community College
Cherry Creek 5
Douglas County RE-1
Englewood 1
Littleton 6
Sheridan 2

SOUTHEASTERN BOCES-Lamar

Campo RE-6
Cheyenne County RE-5
Eads RE-1
Granada RE-1
Holly RE-3
Kim Reorganized 88
Lamar Community College
Lamar RE-2
McClave RE-2
Plainview RE-2
Pritchett RE-3
Springfield RE-4
Vilas RE-5
Walsh RE-1
Wiley RE-13 JT

SOUTHWEST BOCES-Cortez

Dolores County RE No. 2
Dolores RE-4A
Fort Lewis College
Mancos RE-6
Montezuma-Cortez RE-1
Norwood R-2J
Telluride R-1
West End RE-2

WELD BOCES-LaSalle

Ault-Highland RE-9
Eaton RE-2
Fort Lupton RE-8
Gilcrest RE-1
Johnstown RE-5J
Keenesburg RE-3
Platte Valley RE-7

WEST CENTRAL BOCES-Montrose

DeBeque 49JT
Delta County 50(J)
Gunnison RE-1J
Hinsdale County RE 1
Montrose County RE-1J
Ouray R-1
Plateau Valley 50
Ridgway R-2

SCHOOL DISTRICTS NOT IN BOCES

Academy 20
Adams-Arapahoe 28J
Boulder Valley RE-2
Canon City RE-1
Clear Creek RE-1
Colorado Springs 11
Denver County 1
Elizabeth C-1
Gilpin County RE-1
Greeley 6
Harrison 2
Jefferson County R-1
Meeker RE1
Mesa County Valley 51
Moffat County RE-No. 1
Platte Canyon 1
Poudre R-1
Rangely RE4
Widefield 3
Windsor RE-4

SCHOOL DISTRICTS BY SETTING CATEGORIES

Core City		
Denver	Denver County	1

Denver Metro		
Adams	Mapleton	1
Adams	Northglenn-Thornton	12
Adams	Westminster	50
Adams	Adams County	14
Adams	Brighton	27J
Arapahoe	Adams-Arapahoe	28J
Arapahoe	Sheridan	2
Arapahoe	Englewood	1
Arapahoe	Cherry Creek	5
Arapahoe	Littleton	6
Boulder	Boulder Valley	RE 2
Douglas	Douglas County	RE 1
Jefferson	Jefferson County	R-1

Urban-Suburban		
Boulder	St. Vrain Valley	RE 1J
El Paso	Falcon	49
El Paso	Academy	20
El Paso	Cheyenne Mountain	12
El Paso	Manitou Springs	14
El Paso	Harrison	2
El Paso	Lewis-Palmer	38
El Paso	Widefield	3
El Paso	Fountain	8
El Paso	Colorado Springs	11
Larimer	Thompson	R-2J
Larimer	Poudre	R-1
Mesa	Mesa County Valley	51
Pueblo	Pueblo County Rural	70
Pueblo	Pueblo City	60
Weld	Greeley	6

Outlying City		
Alamosa	Alamosa	RE-11J
Delta	Delta County	50(J)
Fremont	Canon City	RE-1
Las Animas	Trinidad	1
Logan	Valley	RE-1
Moffat	Moffat County	RE No. 1
Montezuma	Montezuma-Cortez	RE-1
Montrose	Montrose County	RE-1J
Morgan	Fort Morgan	RE-3
Otero	East Otero	R-1
Prowers	Lamar	RE-2

Outlying Town		
Adams	Bennett	29J
Archuleta	Archuleta County	50JT
Baca	Springfield	RE-4
Bent	Las Animas	RE-1
Chaffee	Buena Vista	R-31
Chaffee	Salida	R-32
Cheyenne	Cheyenne County	RE-5
Clear Creek	Clear Creek	RE-1
Conejos	South Conejos	RE-10
Crowley	Crowley County	RE-1-J
Elbert	Elizabeth	C-1
Fremont	Florence	RE-2
Garfield	Garfield	RE-2
Garfield	Roaring Fork	RE-1
Grand	West Grand	1
Gunnison	Gunnison Watershed	RE1J
Huerfano	Huerfano	RE-1
Kit Carson	Burlington	RE-6J
Lake	Lake County	R-1
Larimer	Park (Estes Park)	R-3
Lincoln	Limon	RE-4J
Morgan	Brush	RE-2(J)
Otero	Rocky Ford	R-2
Otero	Fowler	R-4J
Phillips	Holyoke	RE-1J
Prowers	Holly	RE-3
Rio Blanco	Meeker	RE1
Rio Blanco	Rangely	RE-4
Rio Grande	Monte Vista	C-8
Rio Grande	Del Norte	C-7
Routt	Hayden	RE-1
Saguache	Center	26JT
Sedgwick	Julesburg	RE-1
Teller	Woodland Park	RE-2
Washington	Akron	R-1
Weld	Eaton	RE-2
Weld	Platte Valley	RE-7
Weld	Ault-Highland	RE-9
Weld	Fort Lupton	RE-8
Weld	Johnstown-Milliken	RE-5J
Weld	Gilcrest	RE-1
Weld	Windsor	RE-4
Yuma	West Yuma County	RJ-1
Yuma	East Yuma County	RJ-2

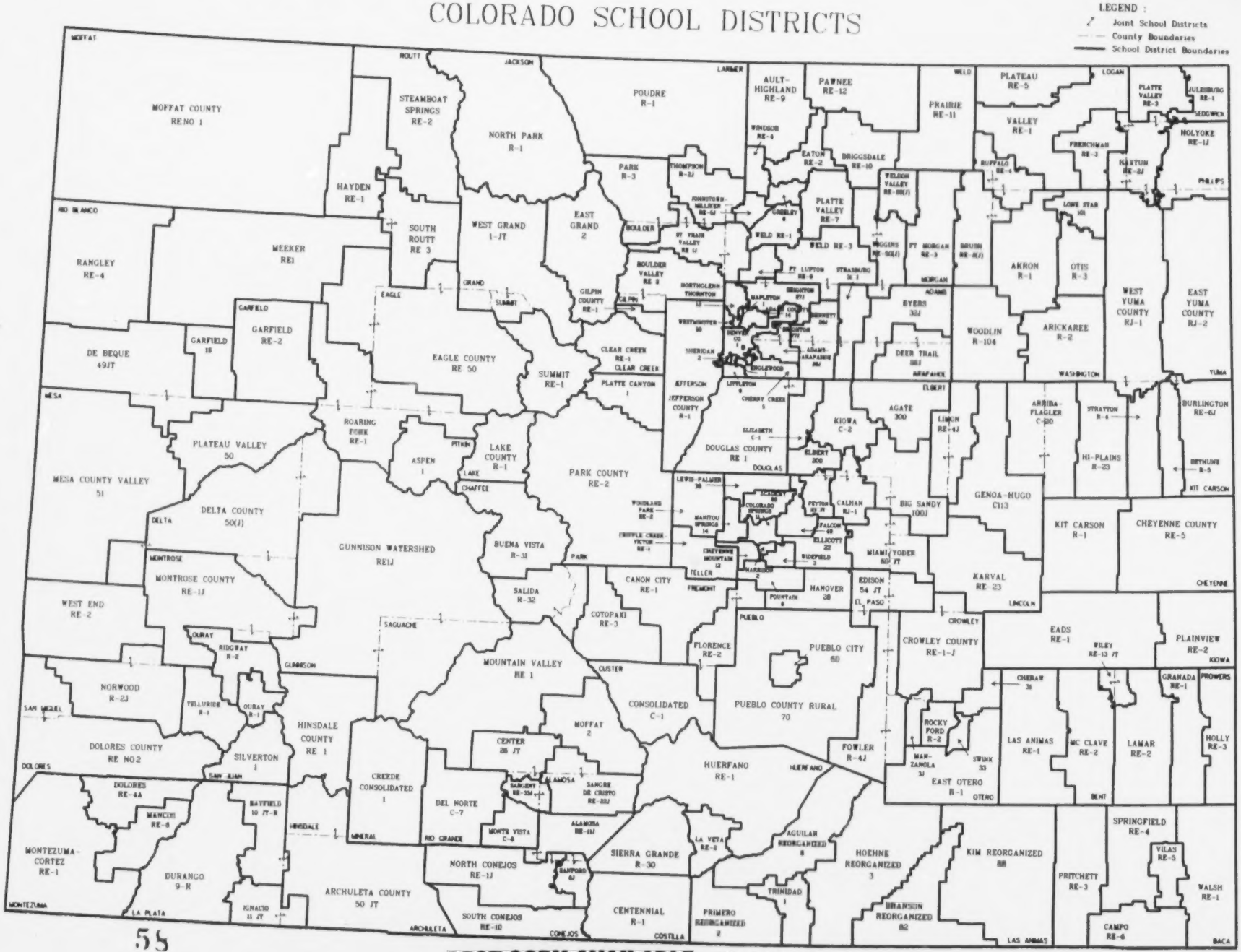
Rural		
Adams	Strasburg	31J
Alamosa	Sangre de Cristo	RE-22J
Arapahoe	Deer Trail	26J
Arapahoe	Byers	32J
Baca	Walsh	RE-1
Bent	McClave	RE-2
Conejos	Sanford	6J
Conejos	North Conejos	RE-1J
Costilla	Sierra Grande	R-30
Costilla	Centennial	R-1
Custer	Consolidated	C-1
Dolores	Dolores County	RE No.2
El Paso	Peyton	23 JT
El Paso	Ellicott	22
El Paso	Calhan	RJ-1
El Paso	Miami/Yoder	60JT
Elbert	Kiowa	C-2
Elbert	Big Sandy	100J
Fremont	Cotopaxi	RE-3
Garfield	Garfield	16
Gilpin	Gilpin County	RE-1
Huerfano	La Veta	RE-2
Jackson	North Park	R-1
Kiowa	Eads	RE-1
Kit Carson	Stratton	R-4
Kit Carson	Arriba-Flagler	C-20
La Plata	Bayfield	10 JT-R
La Plata	Ignacio	11 JT
Las Animas	Aguilar Reorganized	6
Las Animas	Hoehne Reorganized	3
Las Animas	Primero Reorganized	2
Lincoln	Genoa-Hugo	C113
Logan	Buffalo	RE-4
Logan	Frenchman	RE-3
Mesa	Plateau Valley	50
Montezuma	Mancos	RE-6
Montezuma	Dolores	RE-4A
Montrose	West End	RE-2
Morgan	Wiggins	RE-50(J)
Otero	Manzanola	3J
Otero	Swink	33
Otero	Cheraw	31
Ouray	Ridgway	R-2
Ouray	Ouray	R-1
Park	Park County	RE-2
Park	Platte Canyon	1
Phillips	Haxtun	RE-2J
Prowers	Granada	RE-1
Prowers	Wiley	RE-13 JT
Rio Grande	Sargent	RE-33J
Routt	South Routt	RE-3
Saguache	Mountain Valley	RE-1
San Juan	Silverton	1
San Miguel	Norwood	R-2J
Sedgwick	Platte Valley	RE-3
Teller	Cripple Creek-Victor	RE-1
Washington	Otis	R-3
Weld	Keenesburg	RE-3

Recreational		
Eagle	Eagle County	RE50
Grand	East Grand	2
La Plata	Durango	9-R
Pitkin	Aspen	1
Routt	Steamboat Springs	RE-2
San Miguel	Telluride	R-1
Summit	Summit	RE-1

Small Attendance		
Baca	Pritchett	RE-3
Baca	Campo	RE-6
Baca	Vilas	RE-5
Cheyenne	Kit Carson	R-1
El Paso	Hanover	28
El Paso	Edison	54JT
Elbert	Elbert	200
Elbert	Agate	300
Hinsdale	Hinsdale County	RE.1
Kiowa	Plainview	RE-2
Kit Carson	Hi-Plains	R-23
Kit Carson	Bethune	R-5
Las Animas	Branson Reorganized	82
Las Animas	Kim Reorganized	88
Lincoln	Karval	RE-23
Logan	Plateau	RE-5
Mesa	DeBeque	49JT
Mineral	Creede Consolidated	1
Morgan	Weldon Valley	RE-20(J)
Saguache	Moffat	2
Washington	Lone Star	101
Washington	Arickaree	R-2
Washington	Woodlin	R-104
Weld	Briggsdale	RE-10
Weld	Pawnee	RE-12
Weld	Prairie	RE-11

Core City - large urbanized districts with district and city boundaries which are coterminous.
Denver Metro - districts located within the Denver-Boulder standard metropolitan statistical area which are primarily suburban in nature, compete economically for the same staff pool and reflect the regional economy of the area.
Urban-Suburban - districts which comprise the state's major population centers outside of the Denver metropolitan area and their immediately surrounding suburbs.
Outlying City - districts in which most pupils live in population centers of seven thousand persons but less than thirty thousand persons.
Outlying Town - districts in which most pupils live in population centers in excess of one thousand persons but less than seven thousand persons.
Rural - districts with no population centers in excess of one thousand persons and is characterized by sparse widespread populations.
Recreational - districts which contain major recreational developments that impact the cost of property values, community income and other cost-of-living components.
Small Attendance - districts which are rural in nature and have pupil enrollments of less than one hundred fifty.

COLORADO SCHOOL DISTRICTS



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Map Compilation: Colorado Division of Local Government / Data Source: Colorado Department of Education 1985

COMMISSIONER'S CHALLENGER SCHOOLS

In 1991, the first group of Commissioner's Challenger Schools was selected by the State Board of Education. These schools have contracted to show two year records of outstanding student performance, demonstrating accomplishments far beyond compliance related to the accountability statutes. Student performance in these schools will be shown using a combination of performance-based, criterion-referenced, and norm-referenced assessments.

COLORADO'S SCHOOLS OF EXCELLENCE

Challenger schools which successfully complete their contracts and demonstrate two or more years of outstanding performance are recognized as Colorado's Schools of Excellence. Recognition is granted by the State Board of Education based on recommendations by the State School Performance Awards Panel.

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